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ABSTRACT

This guide to the Georgia Middle Grades Writing Assessment (MGWA) serves the purpose of improving writing and writing instruction. It includes a description of test administration conditions, a sample test booklet, and a structured overview of the writing assessment. Prewriting, drafting, revising, editing, and proofreading are explained in the guide. It explains the writing options of narrative writing, persuasive writing, and report writing, and provides two student writing samples for each type of writing. The guide details classroom strategies for improving writing, frequently asked questions, and the nature of the scoring system. Appendixes contain scoring rubrics and glossaries for content/organization; style; sentence formation; usage; and mechanics. Annotated sample student papers to illustrate the scoring criteria are also included. (PM)

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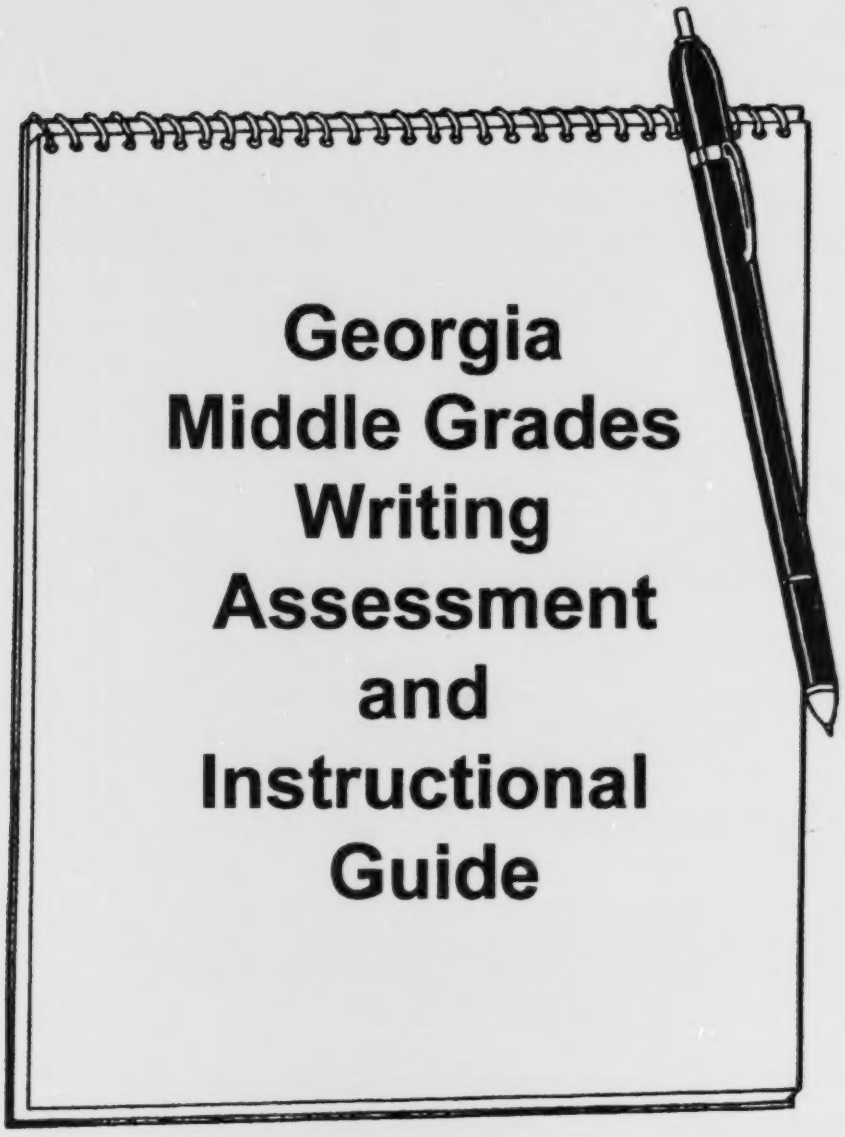

Georgia Middle Grades Writing Assessment and Instructional Guide

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PREFACE

The **Georgia Middle Grades Writing Assessment and Instructional Guide (MGWA)** was developed by a group of educators to be used by sixth, seventh, and eighth grade teachers. The guide authors are listed below. The authors were assisted by Jeremy Granade, Belita Gordon, and Candace Langford of Test Scoring and Reporting Services, University of Georgia.

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GEORGIA MIDDLE GRADES WRITING ASSESSMENT (MGWA)

INTRODUCTION

The Georgia Middle Grades Writing Assessment serves the purpose of improving writing and writing instruction. The assessment does not drive instruction. Through dedicated and careful instruction, students can surpass the requirements of this exam. All middle grade teachers should be actively involved in preparing and helping students develop effective writing skills. Instruction should include the important aspects of writing such as prewriting, writing with fluency, revising, editing, and proofreading. Teachers and other educators should use this **Assessment and Instructional Guide** to become familiar with the writing assessment for grade eight and to develop and improve writing instruction in the classroom.

TEST ADMINISTRATION CONDITIONS

Students are given 80 minutes and **no tools** (such as dictionaries or reference materials) to plan, draft, and polish a piece of writing on an assigned topic they may or may not have thought about previously. It is important to understand the **first draft** nature of the writing samples and the standards that are applied to them. Correctness (in terms of the conventions of writing) and accuracy (in terms of factual content) are not evaluated in the same way on a statewide writing assessment as they would be on the final draft of a classroom writing assignment with time allowed for substantial research and revisions. Keep in mind two important points:

The students' writing, not their subject matter knowledge, is evaluated.

The prompt is a stimulus intended to elicit a writing sample. It is not a series of cues or questions, each of which must be addressed. There is no one right answer to the prompt.

SAMPLE TEST BOOKLET

The sample test booklet that follows contains the test directions and writing checklist. Use these materials with your students to ensure that they are familiar with testing procedures and materials.

GEORGIA MIDDLE GRADES WRITING ASSESSMENT

First Name: _____ MI: ___ Last Name: _____

School Name: _____

DO NOT MAKE ANY MARKS UNTIL TOLD TO DO SO.

SOCIAL SECURITY NUMBER/ STUDENT NUMBER

ETHNIC GROUP

- ○ Asian, Pacific Islander
- ○ Black, Non-Hispanic
- ○ Hispanic
- ○ American Indian, Alaskan Native
- ○ White, Non-Hispanic
- ○ Multi-racial
- ○ Other

SEX

- ○ Female
- ○ Male

DO NOT WRITE OR MAKE ANY MARKS IN THE SPACE BELOW.

PLACE LABEL SO STUDENT NAME IS AT THIS SIDE

PLACE LABEL SO DEMOGRAPHIC INFORMATION IS AT THIS SIDE.

FIRST NAME (FIRST 10 LETTERS)

MI

LAST NAME (FIRST 12 LETTERS)

FORM NUMBER

SRC

LOCAL USE

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GEORGIA MIDDLE GRADES WRITING ASSESSMENT

Directions

This test is to find out how well you write on a given topic in the time and space allowed. The test has five parts. Read the directions for each of these five parts carefully. The times given for each part are recommendations, not rules; if you finish any of the parts early, you may go on to the next part. Notice that you have two pages of lined space in this response folder on which to write your final draft. Keep in mind as you plan and write that your final copy must fit into this space.

Your paper will be read by persons like your teachers and scored on how well you express your ideas. **In order for your paper to be scored properly, it is very important that you write on the assigned topic. Papers that consist of poetry, musical lyrics, or rap will not be scored. Additionally, papers that are offensive in language or content will not be scored.**

Part 1: Plan/Prewrite (10 minutes)

Read your assigned topic on the Writing Topic Page. Use the Planning/Prewriting Pages for your prewriting. If you need additional paper, you may obtain it by raising your hand. Preview the Writing Checklist to make sure you cover each of the points listed.

Part 2: Draft (30 minutes)

Using your prewriting, write a first draft of your paper on the Drafting Pages. Concentrate on getting your ideas down on paper.

Part 3: Revise (20 minutes)

Review the Writing Checklist and then reread what you have written. Ask yourself if your ideas are clearly and completely expressed. **Consider rearranging your ideas and changing words to make your paper more effective.**

Part 4: Prepare Final Draft (15 minutes)

Rewrite your paper on pages 3 and 4 of the response folder. When you rewrite, make sure that you use a pen and that you write neatly. You may either print or write in cursive.

Part 5: Proofread (5 minutes)

Read your final draft carefully. Make any needed corrections or changes. You may strike through words, but do so neatly.

WRITING CHECKLIST

Prepare Yourself to Write.
- Read the writing topic carefully.
- Decide the type of paper you will write.
- Brainstorm for ideas.

Make Your Paper Meaningful.
- State a clearly developed main idea.
- Use specific details or convincing reasons.
- Make sure your details support your main idea.
- Present your ideas in a clear and logical order.
- Stay on topic.

Make Your Paper Interesting to Read.
- Consider your audience.
- Use effective word choice (such as descriptive adjectives and vivid verbs).
- Vary the sentence type, structure and length.

Make Your Paper Easy to Read.
- Write in paragraph form.
- Observe margins.
- Use effective transitions.
- Write in complete and correct sentences.
- Capitalize, spell, and punctuate correctly.

55744

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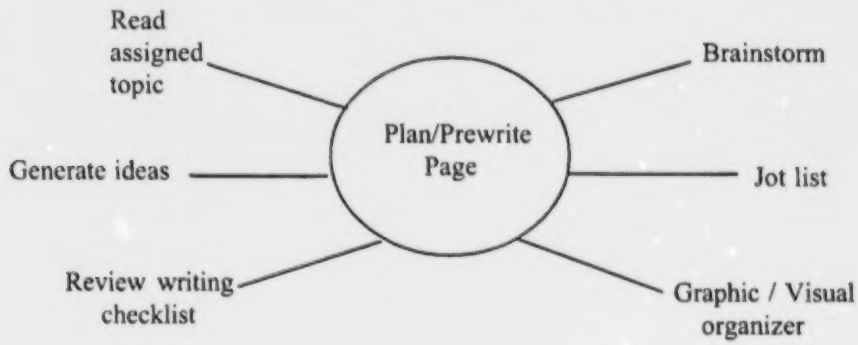
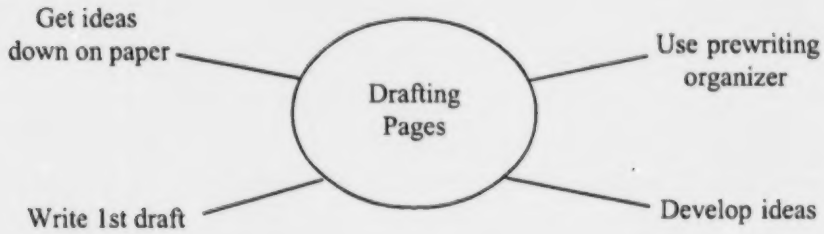
55744

STRUCTURED OVERVIEW OF THE GEORGIA MIDDLE GRADES WRITING ASSESSMENT

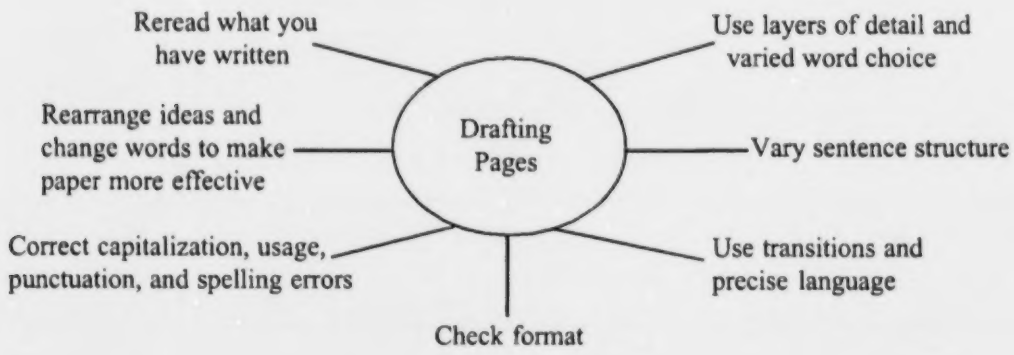
Part 1: Plan / Prewrite (10 minutes)



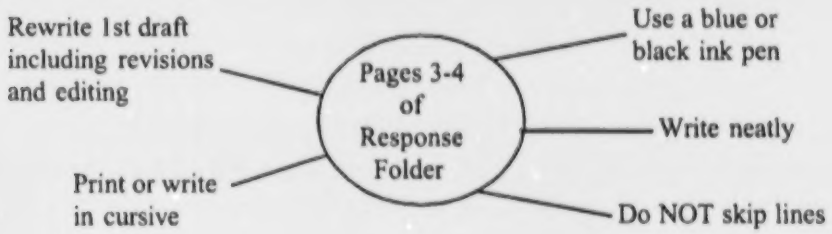
Part 2: Draft (30 minutes)



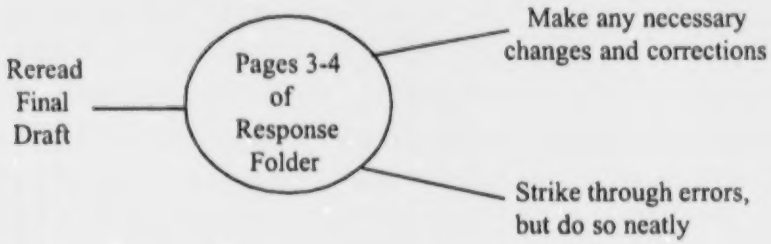
Part 3: Revise and Edit (20 minutes)


Reread what you have written
Use layers of detail and varied word choice
Rearrange ideas and change words to make paper more effective
Drafting Pages
Vary sentence structure
Correct capitalization, usage, punctuation, and spelling errors
Use transitions and precise language
Check format

Part 4: Final Draft (15 minutes)


Rewrite 1st draft including revisions and editing
Print or write in cursive
Pages 3-4 of Response Folder
Use a blue or black ink pen
Write neatly
Do NOT skip lines

Part 5: Proofread (5 minutes)


Reread Final Draft
Pages 3-4 of Response Folder
Make any necessary changes and corrections
Strike through errors, but do so neatly

PREWRITING

Prewriting is the first step in the writing process and is a critical step in producing a well-written paper. Prewriting involves collecting, listing, and organizing ideas to use in writing a paper.

Collecting information includes brainstorming and jot-listing. The next part of the process involves organizing the listed details. The following are examples of graphic/visual organizers:

Venn diagrams
Clustering/Webbing
Herringbone diagrams
Branching
Outlining

Note: Examples of these may be found in the teacher resource materials that accompany most language arts texts.

Prewriting Strategies:

Teach students how to **narrow topics**. If the student says he/she wants to write about football, ask him/her to choose one aspect of football to write on. Suggest describing his/her position or writing about an important game.

Teacher Guided Brainstorming - The teacher picks a topic, and students call out supporting and related ideas.

Provide students with a **checklist** for pre-writing, drafting, revising, editing and proofreading. These can be posted on the wall and should be developed as a group activity.

Picturing the Character - The students draw a picture of a character and make notes about the character on the picture. Representing the character physically helps students understand the essence of the character.

Have students **act out what is happening or a situation**. Then teach them to visualize the scene without acting it out. This will teach them how to generate more details in their writing by putting themselves in place of the main character.

DRAFTING

Drafting is getting the writer's ideas on paper. Prewriting/planning should be the guide for drafting. The focus of drafting is to discover the writer's thoughts and how to express those ideas.

The first draft should be written quickly without concern for organization or grammatical errors. If students are having trouble coming up with an effective beginning, tell them that it is acceptable to write the introduction and conclusion after the rest of the paper has been written.

REVISING

Revising is the step in the writing process in which the writer improves the paper's content. During this step, the writer makes sure that all of the important points about the subject are made and that the reader can understand all of the ideas. Sentence variation, layers of detail, transitions, precise language, varied word choice, openings, and endings should be considered in the revision process.

Five Types of Opening Sentences

1. Surprising fact or a quote
2. A question about the subject
3. Dialogue
4. Introduce main points
5. Quote

Five Effective Ways to End a Paper:

1. State opinion
2. Resolve conflict
3. Ask a question
4. Provide a moral to the story
5. Use a famous quote

Revising Strategies:

Student conferencing is extremely important. Point out what has been done correctly before identifying areas that need improvement. In addition to marking the errors on the student's paper, the teacher should sit with the student and explain what the student can do to improve his/her writing. Have the student explain (rather than read) what was written. The student may have thought that he/she had included details that were not actually written in the story. The student can then go back and make the suggested revisions.

Peer conferencing should occur before teacher conferencing. Peers listen to the writer's story and then ask questions. The questions help the writer revise for clarity.

Revising Checklist - C.R.A.M.

1. Do I need to **Cut** any information?
   - ☐ Have I stuck to my topic?
   - ☐ Have I repeated myself in some parts?
   - ☐ Have I included details that are not related to the main idea?
2. Do I need to **Rewrite** any parts?
   - ☐ Are there ideas or sentences that are unclear?
   - ☐ Have I used my five senses?
3. Do I need to **Add** any information?
   - ☐ Do I have a good beginning?
   - ☐ Have I included all the important details, specific examples, or facts?
   - ☐ Do I need an ending?
4. Do I need to **Move** any parts?
   - ☐ Are my sentences in the best order?
   - ☐ Do any ideas or details seem to be out of place?

NOTE: Checklists are most effective when they ask for students to provide specific information, rather than simply asking yes or no questions. Also, for checklists to work, students must already be familiar with the terminology and activities suggested. Time permitting, personalize checklists for each student's needs.

Have the students **list words that begin sentences**. If every sentence begins with the same or similar words, suggest other ways to begin sentences.

Have the students **count the words in each sentence** of their papers. The numbers illustrate the length of the sentences. If all the sentences contain approximately the same number of words, the students need to work on varying the length of their sentences.

When writers leave out important information, teachers can **cut and paste the writer's sentences**, leaving ample space in between for revision/elaboration.

Cleaning up the **M.E.S.S.**

Movability: rearranging sentences/ideas so that they are in the proper order.
Expansion: providing additional details, ideas, examples to make the paper complete.
Sentence Combining: joining short sentences/fragments to form longer, effective sentences.
Sliding: replacing over-used words with more precise, descriptive words.

Have the students **highlight the first sentence** in each paragraph to check for logical organization. Provide the class with highlighters.

EDITING

During the editing step, the writer corrects any mistakes made in spelling, grammar, usage, and punctuation. Attention should also be given to format, including paragraph breaks, dialogue, margins, spacing between words, and handwriting.

Editing Strategies:

C.U.P.S. (**C**apitalization, **U**sage, **P**unctuation, **S**pelling):

The teacher marks the appropriate letter in the margin next to the line in which the error occurs. The students must locate and correct their mistakes.

Editing Checklist:

Capitalization

- ☐ Did I start each sentence with a capital letter?
- ☐ Are all proper nouns (names of people and places) capitalized?

Usage\Word Choice

- ☐ Did I use strong action words (*sprint, smash, leap*) ?
- ☐ Did I use precise descriptive words (*fluffy, wrinkled, bitter*)?
- ☐ Did I use the correct word (*son/sun* or *there/their/they're* or *buy/by*)?
- ☐ Did I use the correct form of verbs?
- ☐ Do all the subjects and verbs agree in number?

Punctuation

- ☐ Did I use correct end punctuation after each sentence?
- ☐ Did I use quotation marks correctly?
- ☐ Did I use commas before connecting words (*and, but, or*)?
- ☐ Did I put commas in a series (*hamburger, french fries,* and *ice cream*)?
- ☐ Did I punctuate dialogue correctly?
- ☐ Did I use apostrophes correctly?

Spelling

- ☐ Have I spelled every word correctly?
- ☐ Did I check for spelling errors, including the ones the spell checker missed?

PROOFREADING

Proofreading is the last step of the writing process, the final polishing and cleaning up of a piece of writing before its presentation. Before proofreading, the writer should have completed the earlier stages of the process: prewriting, drafting, revising and editing. During proofreading, the writer does a final check for errors in omitted or repeated words, spelling, punctuation, and capitalization.

WRITING OPTIONS
FOR THE GEORGIA MIDDLE GRADES WRITING ASSESSMENT

No single type of writing (narrative, persuasive, or report) is better than another. Student writers decide the type of writing that best suits their knowledge of and interest in the writing topic. Many different types of topic development, support, and organizational strategies are acceptable. The type of writing chosen by the student determines what tone is appropriate for the paper.

The types of writing are defined below. All types are included in the Georgia Quality Core Curriculum for grades six, seven, and eight. For each type of writing, an actual student pre-writing sample and final draft are included. To illustrate how the student could produce a more effective final draft, an enhanced pre-writing is provided. Any pre-writing strategy can be used for each type of writing.

NARRATIVE WRITING

In narration, the writer tells a story or gives an account of something that has happened.

The purpose is to recount a story grounded in a personal experience (reality-based) or to create a story that lives in the writer's imagination (imagination-based).

A narrative contains a setting, characters, circumstances or events, and a sense of resolution. Description of these elements is a key factor.

The story line should be clear and easy to paraphrase.

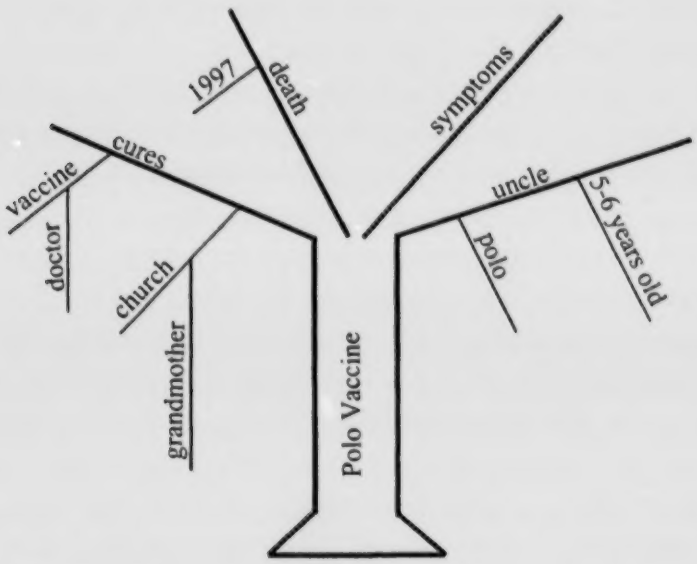
Either first or third person may be used.

Student Writing Sample

On the following two pages you will find:
1. The prewriting strategy (branching) used for Student Writing Sample #55706.
2. An enhanced version of the pre-writing activity to illustrate how the student could produce a more effective final draft.
3. The original student response (Student Writing Sample # 55706).

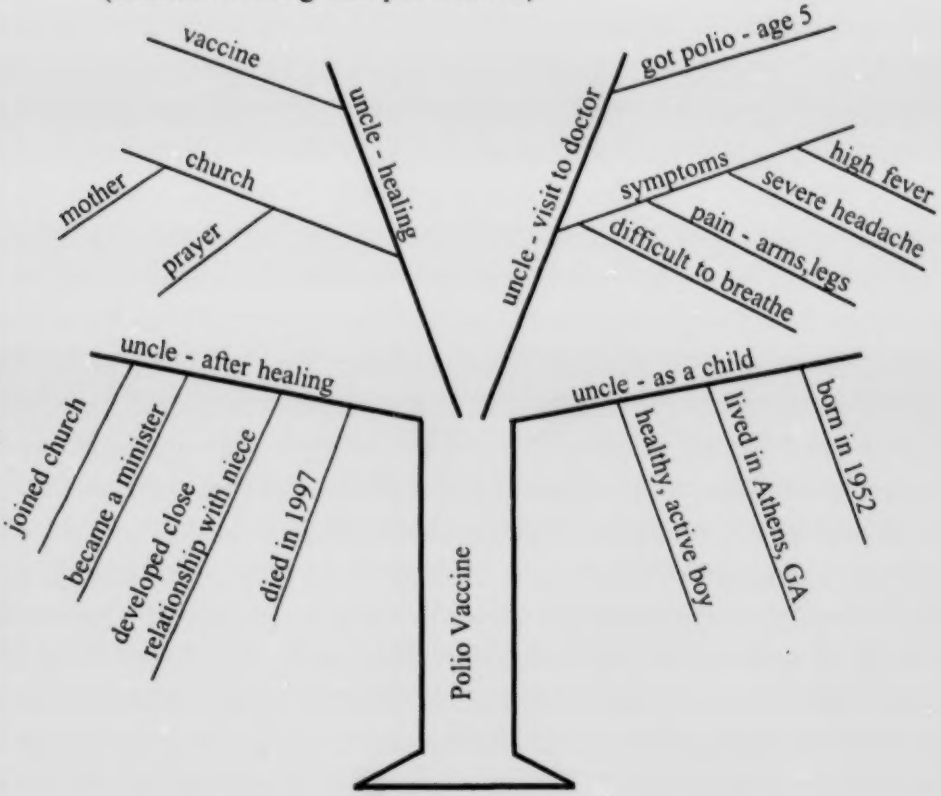
PREWRITING for **Original** Narrative Paper
(Student Writing Sample #55706)

Jot List
polo
vaccine
uncle
5-6 years old
doctor
death
symptoms
healed at church
grandmother
1998



PREWRITING for **Improved** Narrative Paper
(Student Writing Sample #55706)

Jot List
polio - define
vaccine - Salk
uncle
got polio at age 5
symptoms
high fever
severe headache
facial hair growth
pain - arms, legs
difficult to breathe
doctor visit
active, healthy boy
grandmother
church
healing - how?
uncle after healing
died in 1997
born in 1952
lived in Athens, GA



One chilly Southern evening, I was sitting at home thinking about what the world would have been like if someone had not invented the raccine for polo. I sat there for a while just wondering blankly about the thought. Then, all of the sudden, it hit me! My uncle had had polo as a young boy.

He was about 5 or 6 years old when he found out the horrifying news. He had gone to the doctor for an annual check-up, when the doctor informed his parents about the illness. They decided to take him to get the raccine. A few weeks later, he was still suffering from the same terrible symptoms. So, the next Sunday, my grandMother took him to church to get healed. When they returned, he was [redacted] healed.

Now, here it is 1998, one year after his death. I still couldn't believe he's not with us anymore. I sat there for a moment, with tears streaming down my face, just hoping and praying no one else will have to suffer like he did.

PERSUASIVE WRITING

In persuasion, the writer uses language to influence people.

- # The purpose is to share a writer's opinion on a subject.
- # Through the evidence provided, the writer often attempts to convince the reader to adopt the writer's point of view.
- # The writer may support the position with logical appeals, emotional appeals, facts (which may or may not be accurate), or personal experiences.
- # Either first or third person may be used.

Student Writing Sample

On the following two pages you will find:

1. The prewriting strategy (outline) used for Student Writing Sample #55647.
2. An enhanced version of the pre-writing activity to illustrate how the student could produce a more effective final draft.
3. The original student response (Student Writing Sample # 55647).

PREWRITING for **Original** Persuasive Paper
(Student Writing Sample #55647)

Jot List
television
news
CNN
weather
sports scores
current events
addiction
entertainment
comedy
drama
movies
music videos
sports
educational programs

I. Introduction
II. Entertainment
    A. Comedy
    B. Drama
    C. Movies
    D. Music videos
    E. Sports
    F. Educational programs
III. News
    A. CNN
    B. Current events
    C. Weather
    D. Sports scores
IV. Addiction
V. Conclusion

PREWRITING for **Improved** Persuasive Paper
(Student Writing Sample #55647)

Jot List
television
violence
news
entertainment
educational
addiction
role model
sports
music videos
comedy
relaxing
couch potato
bad language
wastes time
Discovery
PBS
forget problems

I. There are advantages and disadvantages to watching television.
II. Advantages
    A. Entertainment
        1. Comedy
            a. Relaxing
            b. Forget problems
        2. Sports
            a. Effect of being present
            b. Cheaper than a ticket
    B. Information
        1. News
            a. Local news
            b. Weather
            c. Sports scores
        2. Education
            a. Discovery
            b. PBS
            c. "How-to" shows
III. Disadvantages
    A. Addiction
        1. Wastes time
        2. Couch potato
    B. Violence
IV. Conclusion - state opinion: Advantages outweigh disadvantages.

When most Americans come home at night after a long day at work, what do they do? Well, a lot of them sit down on their cozy sofas and watch the television. I think the television is a good invention. The television provides entertainment and news. It is a great thing, but don't get addicted to it.

Television provides entertainment for people of all ages. There are a variety of things avdible to watch on television. For example you could watch comedies, dramas, movies, music videos, sports, or educational programs. That's entertainment! You can watch almost anything on television.

There are many news channels on television. Some, like CNN, are on twenty-four hours a day. People watch the news to keep up with current events, weather, and even sports scores. Whenever there is breaking news you can learn what's happeningby watching the news on television.

Now don't get me wrong, the the television is a great invention, but you shouldn't get addicted to it. People should enjoy watching television a few times a week, not twenty-four hours a day. People need to do other things besides watching television. It is just a fun thing to do every once in a while.

Television is definetly a great invention. It provides entertainment and news for the public eye to see. Don't let yourself get attatched to your seat watching television. Get out there and live your life! But every now and then reward yourself with a television show or two's

4

55647

REPORT WRITING (EXPOSITORY)

In exposition, the writer uses language to enhance the reader's understanding of the topic.

- The purpose is to explain, instruct, clarify, or examine a subject or concept.
- The purpose may be achieved through a variety of means, which may include examples, comparison, contrast, analysis, evaluation, definition, and anecdote.
- Either first or third person may be used.

Note: In expository essays produced in an on-demand testing environment, writers do not have access to reference materials. Test raters must therefore accept the writers' facts as they present them.

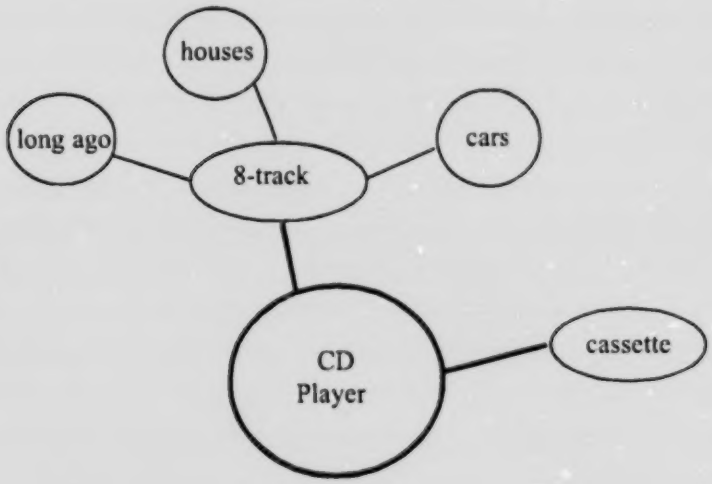
Student Writing Sample

On the following two pages you will find:

1. The prewriting strategy (clustering) used for Student Writing Sample #55738.
2. An enhanced version of the pre-writing activity to illustrate how the student could produce a more effective final draft.
3. The original student response (Student Writing Sample # 55738).

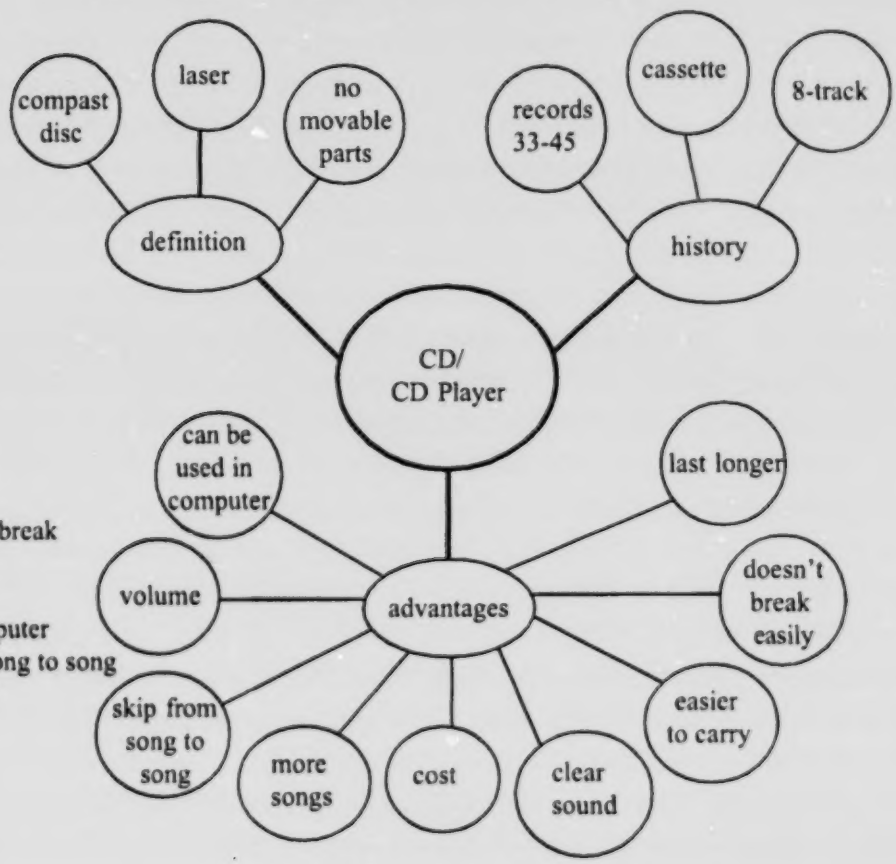
PREWRITING for **Original** Report Paper
(Student Writing Sample #55738)

Jot List
8-track
CD player
cars
cassette player - portable
houses
laser
round
music



PREWRITING for **Improved** Report Paper
(Student Writing Sample #55738)

Jot List
technology
music
volume
clear sound
popularity
easier to carry
8-track
cassette
cost
more songs - CD
last longer - do not break
laser
no moveable parts
can be used in computer
skip around from song to song
records - 33 and 45



One type of invention that interest me the most is a CD player Back long time ago there were only 8 tracks. 8 tracks was the only thing that used to play music. Most people had 8 tracks in there houses and cars. After 8 tracks cassette player came in everybody had a cassette player most of them in there houses. Then all kinds of cassette player came out. Car cassette player were made.

Mostly everybody has a kind of a type of cassette players. They even made a portable cassette players. Cassette players have been out for a long time.

Now CD players are the most interested to me. CD's player are not made like cassette and 8 tracks. CDS are round are [redacted] they play by a laser

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CLASSROOM STRATEGIES FOR IMPROVING WRITING

Modeled Writing occurs when the teacher writes in front of the students. Modeled writing includes the following steps in the writing process. Write the ideas on the board/overhead as you verbalize them. Organize your ideas into paragraphs. Then the students will begin to understand the thinking, formatting, spacing, handwriting, spelling, punctuation, and discussion of vocabulary and word choice as you demonstrate to them. Proofread and correct your writing. Then, when you offer suggestions to students about their writing, they do not feel threatened because they know that your writing can also be improved.

Invite **published writers** to the classroom.

Writers' Wall - Post student papers prominently in hallways or on bulletin boards to be viewed by other students and visitors. Include a section for reader comments/feedback.

Choose **one effective sentence** from students' writings and **post** on a bulletin board to be viewed by others.

Story Starters - Choose a well-known children's book or story and allow the class to change any or all of the details. *James and the Giant Peach* is one example. Students can choose their own fruit and/or character and change the plot of the story.

Students can produce a **Class Picture Book** to read aloud to younger students. This activity provides the students with a clearly identified audience.

Develop a **school website** to share student writing with other schools and parents who may then provide feedback that can be sent to the writers via e-mail.

Publish student writing in a school magazine or newspaper to provide an audience and make writing a meaningful experience.

Make students aware of **resource and reference materials**.

Post signs on the wall to **illustrate common mistakes**. Take a common error, such as "alot," and place it in a circle with a slash drawn over the word. Underneath, provide the correct form and alternatives (such as "a lot, much, many, several").

Daily Oral Language (DOL) - Write incorrect sentences on the board. As a class, students identify the errors in the sentences. Make sure the students explains the reason for the correction. Underline any errors that the students miss and have the students correct the mistakes. DOL addresses errors in surface features.

Develop and keep a list of **Writing Forms** on the wall that include ads, biographies, book reviews, bumper stickers, comic strips, descriptions, dialogue, directions, editorials, instructional manuals, interviews, jokes, journals, letters, myths, narratives, newspapers, pamphlets, plays, poems, recipes, reports, requests, reviews, riddles, slogans, and time lines.

Interviews - Have a student interview a classmate and write a mini-biography. Then have the subject of the mini-biography write a self portrait to compare with the biography (illustrations optional). This exercise demonstrates what each writer believed to be the most important details about the subject. Final versions can be posted on the bulletin board for the other students and visiting parents to read.

Rewrite a fairy tale that is familiar to the class by taking out all of the interesting details. For example, share the following story: "Once upon a time there were three pigs. Two were not very good house builders, but one was. The bad builders got eaten by a wolf. The good builder got away." Ask the class what is missing. Share the **original** story and ask the students why it is better.

Fractured Fairy Tales - Students can rewrite common fairy tales from the point of view of a secondary character (such as the step-sister in *Cinderella* or the wolf in *Little Red Riding Hood*).

Have students **write directions** for how to do something such as performing a simple magic trick or making a peanut butter and jelly sandwich. Have another student attempt to follow the directions to see if every important step was included.

FREQUENTLY ASKED QUESTIONS

May I skip lines? No. Space is limited.

Do I need a title? No. You may include a title if you wish.

With what should I write? A pen with blue or black ink.

May I take a negative view of the topic? Yes. You may choose to take a negative position. Remember to maintain a consistent controlling idea and provide relevant supporting details.

May I use humor? Humor is acceptable; however, do not lose your focus. Humor should not distract the reader from your controlling idea.

Does my paper have to be true? No. Facts and experiences may be invented.

May I have more time on the test? The times given in the test booklet are suggestions. More time may be given if needed.

What if I make a mistake on the final draft? Neatly cross through the error and write the correction above the mistake.

May I use white-out (correction fluid)? No. It wastes time and creates a messy appearance.

THE NATURE OF THE SCORING SYSTEM

Five qualities of writing are evaluated in the Georgia Middle Grades Writing Assessment. They are Content/Organization, Style, Sentence Formation, Usage, and Mechanics. Each of these qualities is referred to as a **domain**. A **component** is a feature of writing within a particular domain. For example, "controlling idea" is a component of the Content/Organization domain.

Analytic and Holistic Scoring:

The scoring system is analytic. Analytic scoring simply means that more than one feature (domain) of a paper is evaluated. Each domain itself is scored holistically. The score assigned indicates the test rater's overall impression of the writer's command of the components, using predetermined scoring criteria contained in the Scoring Guidelines for each domain. Holistic scoring requires balancing a writer's strengths and weaknesses in the various components.

The Score Scale

The score scale is a four-point scale. Each one of the domains of effective writing is evaluated separately and assigned a score of "1"(lowest), "2," "3," or "4"(highest). The scale is a continuum representing a range of quality. Each score point on the continuum is defined by domain-specific scoring guidelines.

GEORGIA MIDDLE GRADES WRITING ASSESSMENT
SCORING RUBRICS

Domain I. CONTENT/ORGANIZATION. The writer establishes the controlling idea through examples, illustrations, facts, or details. There is evidence of a sense of order that is clear and relevant. **(Weight = 3)**

Components
- Focus
- Controlling idea
- Clear main idea(s)
- Relevant, supporting details
- Development (fluency, depth, and balance of exploration or explanation of the topic)
- Organization (discernible and appropriate order of main and supporting ideas)
- Sense of completeness

Domain II. STYLE. The writer controls language to engage the audience. **(Weight = 2)**

Components
- Sense of audience (writing to be read)
- Precise language (accurate, technical) or engaging language (descriptive or figurative language, dialogue)
- Varied word choice
- Appropriate tone for topic, audience, and purpose (energetic, honest, forceful, excited, humorous, suspenseful)
- Appropriate approach to topic and purpose (original, novel, technical, academic, appeal to logic or emotions)
- Transitions (smooth flow and linking of ideas within and across parts of the paper)

Domain III. SENTENCE FORMATION. The writer forms effective sentences. **(Weight = 1)**

Components
- Clarity of meaning at sentence level
- Complete sentences and/or functional fragments
- Sentence variation (length, type, sentence beginnings, coordination, and subordination)
- End punctuation

Domain IV. USAGE. The writer uses standard American English. **(Weight = 1)**

Components
- Subject-verb agreement
- Standard noun and verb forms
- Correct word forms (case, number, pronoun reference, confused word pairs, same sound/different meaning, adjective/adverb degrees)
- Manipulation of the conventions of Usage for effect (dialect, idiom, nonstandard language within a quotation)
- Distinction between possessive pronouns and contracted pronouns (its, it's; their, they're; your, you're)

Domain V. MECHANICS. The writer employs devices necessary in written standard American English. **(Weight = 1)**

Components
- Internal punctuation
- Spelling
- Format (paragraph breaks, dialogue, margins, spacing between words)
- Capitalization
- Manipulation of the conventions of mechanics for effect (capitalization, repeated punctuation)

GEORGIA MIDDLE GRADES WRITING ASSESSMENT
SCORING RUBRIC

Domain I. CONTENT/ORGANIZATION. The writer establishes the controlling idea through examples, illustrations, facts, or details. There is evidence of a sense of order that is clear and relevant. **(Weight = 3)**

Components
Focus
Controlling idea
Clear main idea(s)
Relevant, supporting details
Development (fluency, depth, and balance of exploration or explanation of the topic)
Organization (discernible and appropriate order of main and supporting ideas)
Sense of completeness

Score Point 4
The response is focused and fully developed. The writing is characterized by **most or all** of the following components:

- strong, clear controlling idea
- even development of beginning, middle, and end
- even development of main and supporting ideas throughout the paper
- thorough development of supporting ideas with examples and details
- appropriate, logical organization
- sense of completeness/fullness

Score Point 3
The response is focused and developed. The writing is characterized by **some or all** of the following components:

- clear controlling idea
- uneven development of supporting ideas
- generally relevant supporting ideas with occasional peripheral support
- supporting ideas presented with clear, logical connections
- appropriate organization
- sense of completeness

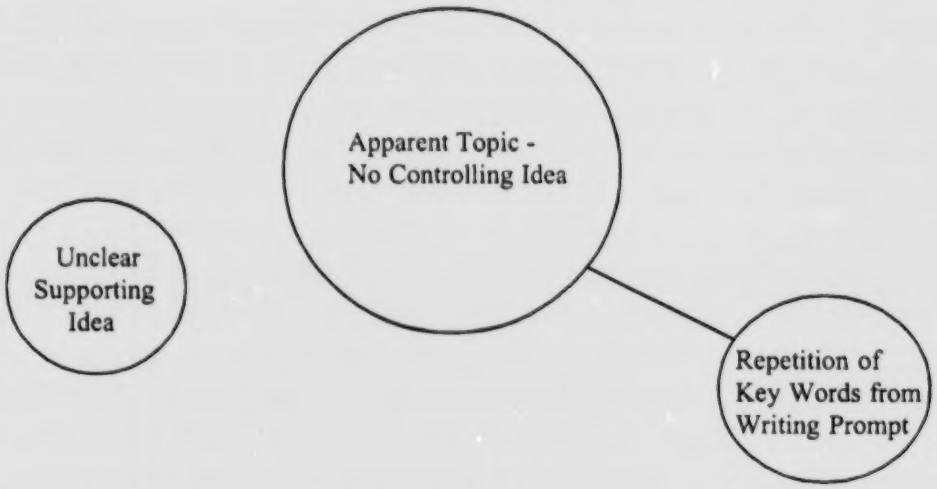
Score Point 2
The response is incomplete and has a vague, poorly developed controlling idea. The writing is characterized by **some or all** of the following components:

- controlling idea unclear (*or, if clear, is minimally developed*)
- multiple controlling ideas, none of which are sufficiently developed
- supporting ideas that are few, general, undeveloped, or irrelevant
- formulaic organization that overwhelms development
- sense of completeness lacking
- limited original student writing

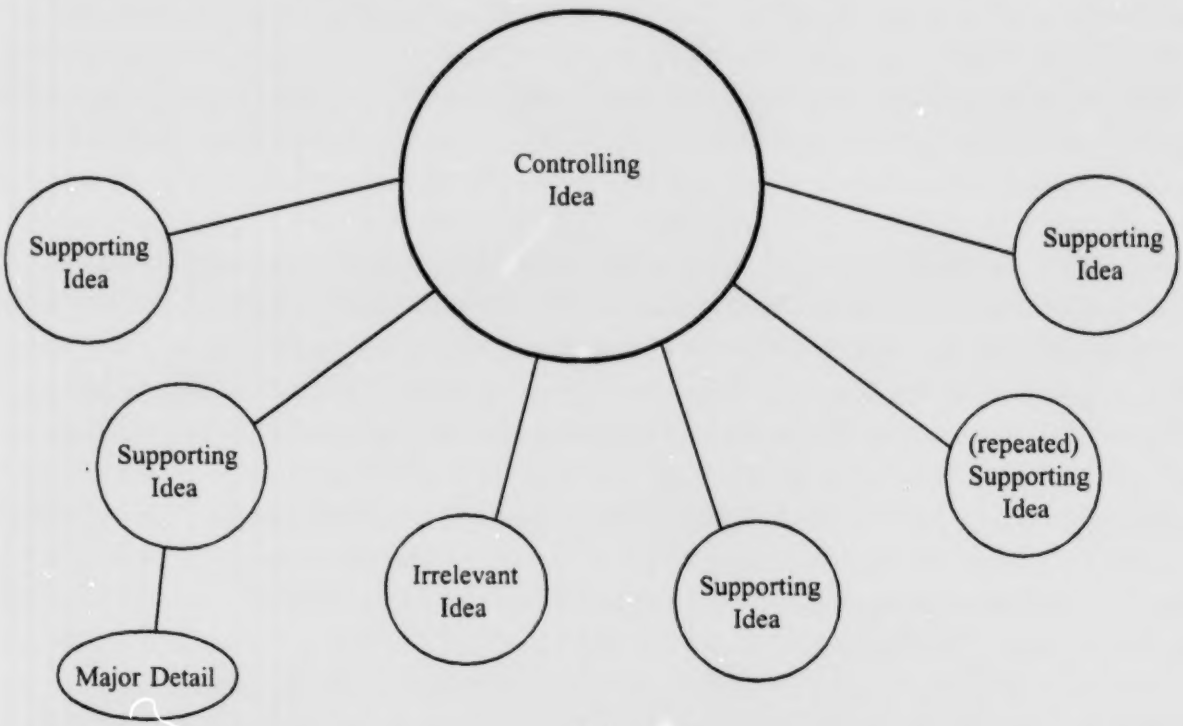
Score Point 1
The response lacks a controlling idea or focus. The writing is characterized by **some or all** of the following components:

- lack of focus (*absence of a controlling idea*)
- little, if any, organization
- limited or unclear supporting ideas
- development limited to repetition of key words from the writing prompt
- lack of original student writing

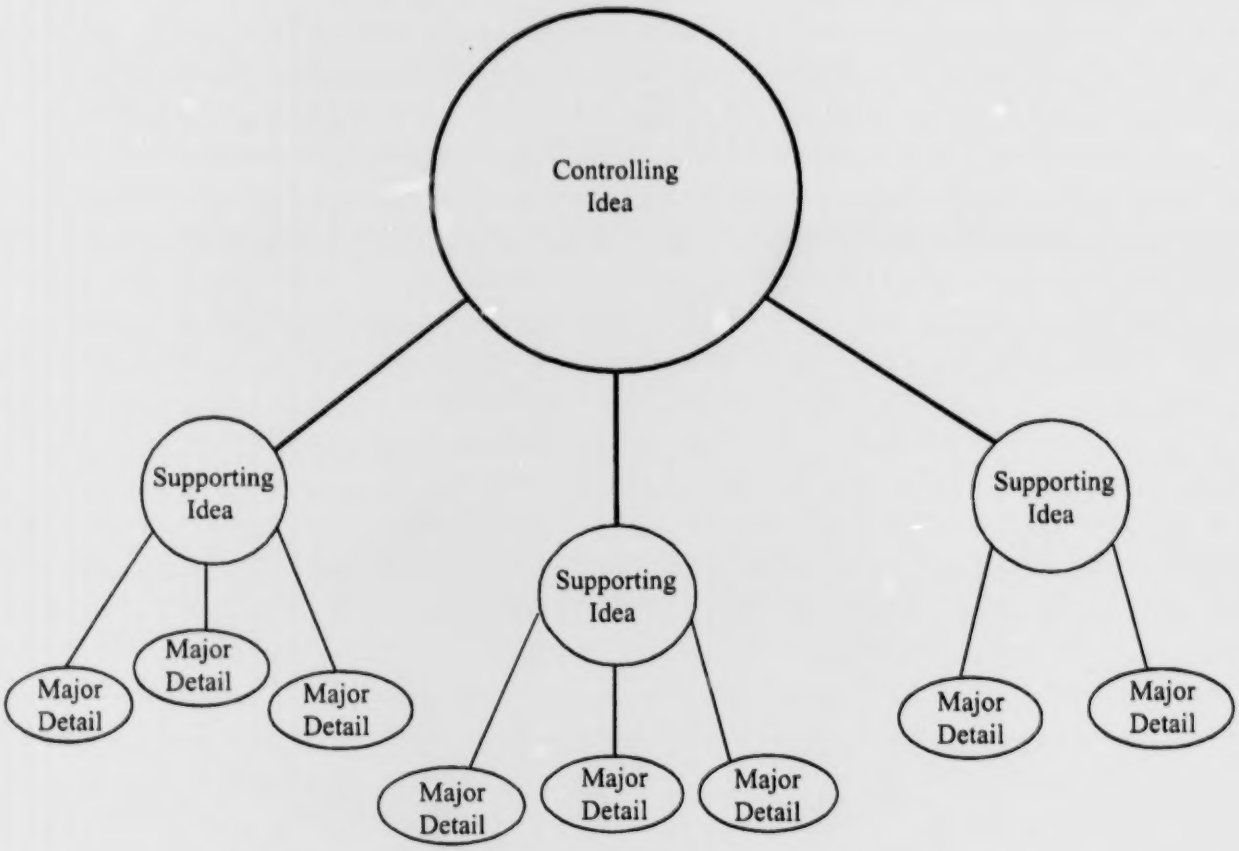
Content/Organization - Visual Representation for Score Point 1



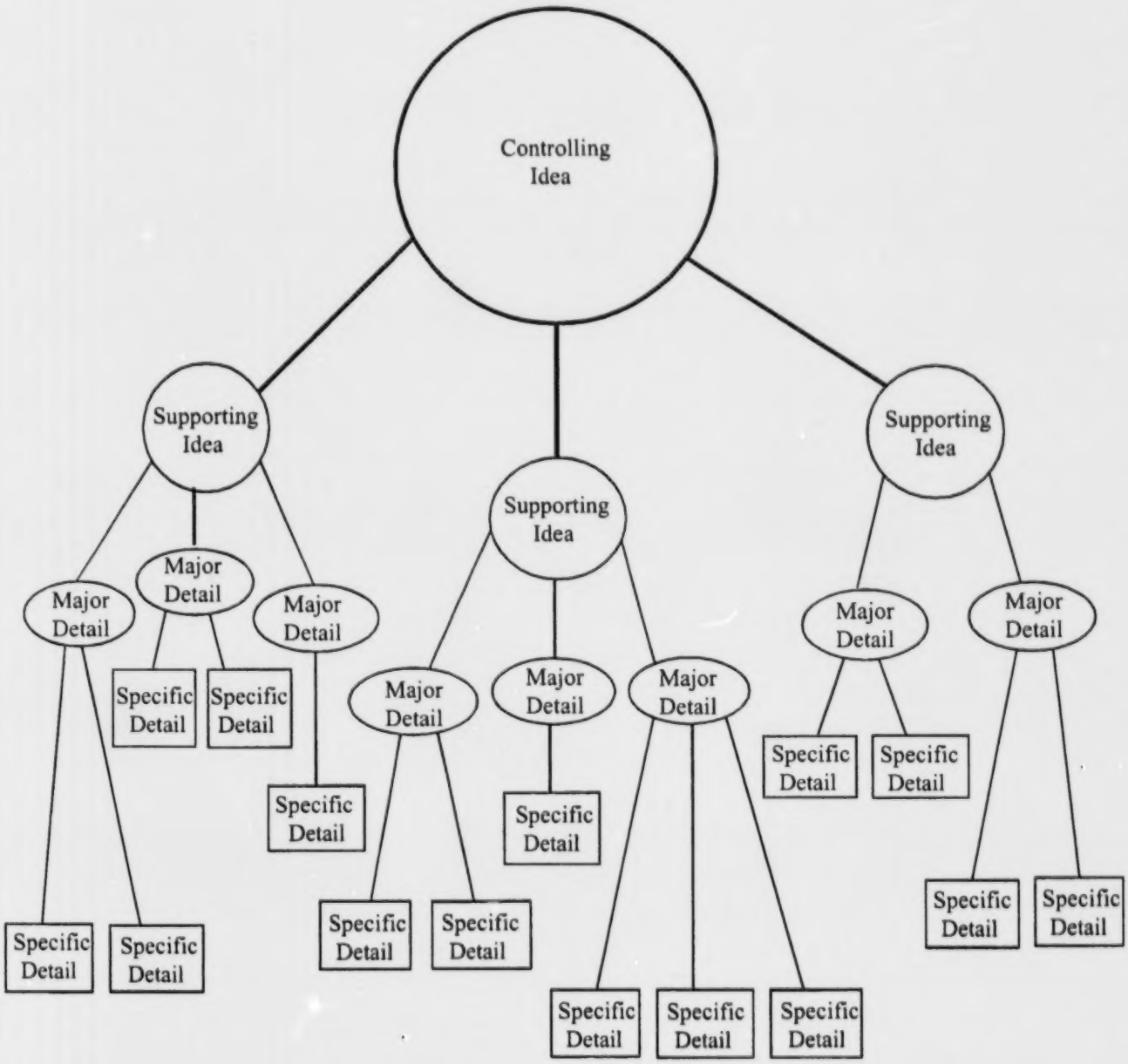
Content/Organization - Visual Representation for Score Point 2



Content/Organization - Visual Representation for Score Point 3



Content/Organization - Visual Representation for Score Point 4



GEORGIA MIDDLE GRADES WRITING ASSESSMENT

Content/Organization (C/O) Glossary

Domain I. CONTENT/ORGANIZATION. The writer establishes the controlling idea through examples, illustrations, facts, or details. There is evidence of a sense of order that is clear and relevant.
(Weight = 3)

Components
Focus
Controlling idea
Clear main idea(s)
Relevant, supporting details
Development (fluency, depth, and balance of exploration or explanation of the topic)
Organization (discernible and appropriate order of main and supporting ideas)
Sense of completeness

Focus. Focus refers to the degree to which all ideas in a paper relate to and advance the development of the controlling idea. Focus reflects the writer's ability to select and develop relevant main ideas and supporting details. Characteristics of a lack of focus include: irrelevant information, multiple apparent controlling ideas, repetition, and idiosyncratic or random organization.

Controlling Idea. The controlling idea sums up a paper. It is not a title, a repetition of key words from the prompt, or solely a thesis statement. A controlling idea may be directly stated or only implied. In narrative text the controlling idea is either the story line or the major impression the writer wants to create; hence, it is implicit. The controlling idea may be stated in a single sentence or through a combination of ideas in several sentences. When there is no direct statement of the controlling idea, relevant, fully developed supporting ideas imply the writer's controlling idea. The writer may make a false start, stating his or her intention to develop one controlling idea, but then go on to produce a response with a different (the real controlling idea) one. Relevance is judged based on the real controlling idea. Whether stated or implied, the controlling idea provides the reader with the essence of the writer's focus and purpose.

Relevance of Supporting Ideas. Relevant supporting ideas focus directly on the controlling idea, acting to advance its development. Irrelevant ideas, however, disrupt the flow of a paper. Peripheral ideas provide indirect support for the controlling idea. For example, in an explanation of "why football is my favorite activity," a list of the positions (i.e., fullback, quarterback, running back) would constitute irrelevant detail, as it does not help the reader understand what the writer enjoys about the game. A description of having scored the winning touchdown provides relevant support. Peripheral support would be provided by a discussion of the writer's general interest in team sports.

Depth of Exploration or Explanation of the Topic. Depth refers to the degree to which the topic is elaborated through various layers of support. The supporting ideas are further developed by specific details, examples, personal accounts, statistics, factual information, etc. **Secondary and tertiary layers of details are characteristic of fully developed papers.** Incomplete papers may contain only a single layer of support consisting of vague ideas or lists. For example, "I like animals" is a vague and general statement. "I love my pet iguana named Jude because he doesn't mind being ignored when things have gone wrong at school and home" conveys specifics about the animal and the writer's feelings toward his pet.

Fluency of ideas pertains to the quantity of supporting ideas rather than the degree of development of any one idea. Effective writing requires both depth and fluency to create a sense of completeness.

Balance of Exploration or Explanation of the Topic. The parts of the paper should work together to create a coherent whole. Balance refers to the degree to which individual supporting ideas throughout the response are evenly developed. On a larger scale, balance refers to the degree to which the beginning, middle, and ending parts are sufficiently developed to serve their purpose.

Organization. A paper may be arranged or organized in many different ways: a chronology, a set of supporting ideas related to the topic, a series of examples illustrating the controlling idea, a comparison or contrast, an explanation of cause-effect, or a generalization followed by a narrative illustration of the generalization. These plans are only a few of the possible organizational strategies. In an effective piece of writing, the order of presentation is appropriate to the writer's purpose and approach to the topic. Whether the text is narrative, expository, persuasive, or some combination of these types, it will begin with a lead that gets the reader into the text and conclude with an ending that lets the reader know the text is complete.

Domain II. STYLE. The writer controls language to engage the audience. **(Weight = 2)**

Components
Sense of audience (writing to be read)
Precise language (accurate, technical) or engaging language (descriptive or figurative language, dialogue)
Varied word choice
Appropriate tone for topic, audience, and purpose (energetic, honest, forceful, excited, humorous, suspenseful)
Appropriate approach to topic and purpose (original, novel, technical, academic, appeal to logic or emotions)
Transitions (smooth flow and linking of ideas within and across parts of the paper)

Score Point 4
The response engages and sustains the audience's interest. The writing is characterized by **most or all** of the following components:

- precise or engaging language suited to the topic and purpose
- varied word choice
- appropriate tone that is strong and sustained
- audience needs addressed for interesting presentation and complete information
- approach that supports the topic and writer's purpose
- transitions leading the reader effortlessly through the response
- clear sense of the writer's individuality/voice
- extensive original student writing

Score Point 3
The response engages the audience. The writing is characterized by **some or all** of the following components:

- generally precise or engaging language, with occasional lapses into functional language
- appropriate tone for audience and purpose
- approach suited to topic and writer's purpose
- generally consistent awareness of audience
- transitions linking ideas and parts of the paper
- some sense of the writer's individuality/voice
- sufficient original student writing

Score Point 2
The generic nature of the response contains little to engage the audience. The writing is characterized by **some or all** of the following components:

- little engaging, precise, or varied language
- impersonal, inconsistent, or uneven tone
- approach inconsistent with the writer's purpose
- transitions inappropriate or overused
- little awareness of audience
- little individuality/voice
- limited original student writing

Score Point 1
The response fails to engage the audience. The writing is characterized by **some or all** of the following components:

- lack of engaging, precise, or varied language
- flat or inappropriate tone
- lack of transitions
- no awareness of audience
- lack of individuality/voice
- lack of original student writing

GEORGIA MIDDLE GRADES WRITING ASSESSMENT

Style (S) Glossary

Domain II. STYLE. The writer controls language to engage the audience. **(Weight = 2)**

Components

Sense of audience (writing to be read)

Precise language (accurate, technical) or engaging language (descriptive or figurative language, dialogue)

Varied word choice

Appropriate tone for topic, audience, and purpose (energetic, honest, forceful, excited, humorous, suspenseful)

Appropriate approach to topic and purpose (original, novel, technical, academic, appeal to logic or emotions)

Transitions (smooth flow and linking of ideas within and across parts of the paper)

Sense of audience. Writing is a social act with two players—the writer and the audience. At times we are our own and only audience, but in an academic test setting, we write for a broader readership. The writer's first and primary task is to achieve clarity in order to convey meaning (Clarity achieved through organization and development is scored in the Content/Organization domain). Style adds an additional layer to the text addressing what the writer does to keep the reader interested. The effective writer is authentic, maintains consistency, and, at the upper reaches, displays craft in addition to clarity.

Engaging Language. Engaging language conveys meaning on several levels. The writer who merely records "Mom's favorite lamp broke" has reported what happened. The writer who tells us that the lamp "shattered" helps us hear what happened, the one who tells us that it "splintered" shows us the pieces are too tiny for the lamp to be repaired, and the one who tells us that the lamp "slipped" lets us know it was an accident. Engaging language avoids cliché.

Precise Language. Precise verbs (such as "stride" or "amble" instead of "walk"), precise nouns (such as "yellow jacket" instead of "bug"), and modifiers show control of the language. An effective writer demonstrates knowledge of important differences in the meanings of words. The topic and context of the paper determine the accuracy and appropriateness of the word choice. In expository report writing, precise language refers to the vocabulary of the discipline. For example, in a discussion of planet Earth, a writer might include terms such as "rotation," "axis," and "hemisphere."

Descriptive Language. Description includes descriptive language, action, or dialogue that creates pictures in the reader's mind. Imagery appeals to the reader's senses. Concrete imagery and descriptive language enable the reader to experience vicariously the events of the piece of writing. The reader can see, hear, feel, and at times taste and smell what the writer describes or recounts.

Tone. Tone indicates the writer's sensitivity to the purpose of the paper and to the effect that the paper should have on the reader. Simply, tone refers to the general mood or emotion conveyed by the writer. Tone may be formal or informal, witty, ironic, sarcastic, humorous, informative, sorrowful, ecstatic, nostalgic, frightening, enthusiastic, and so on. To be effective, the tone must fit the content and purpose of the paper.

Approach to the Topic. Approach refers to the manner in which the writer elects to respond to the writing topic in order to accomplish his or her rhetorical purpose. Approaches include but are not limited to: creative, technical, or academic writing, appeal to logic or emotions, humor, satire, fantasy, redefinition, or negation. A writer might invent a fantasy creature as his favorite animal in order to entertain the reader. If the creature is "Pooh-like," it will speak in short sentences and simple vocabulary. The writer may use a device, such as a series of journal entries or a fable in order to tell a story. An action packed adventure may provide implicit support for the writer's position on an issue.

Transitions. These are two types of transitions. First, there are words, phrases, or repeated ideas that create a smooth flow of ideas within and across parts of the paper. These include introductory phrases ("in addition to"), time links ("later that day"), and transitional words ("however," "therefore," "next"). At the upper reaches, writers engage in transitioning. Transitioning is achieved through parallelism, repetition of key ideas, synonym and pronoun substitution, and movement up and down the hierarchy of ideas (from "global pollution" to "the use of styrofoam in our own school"). An effective writer uses a variety of transitions to engage and sustain the reader's interest.

GEORGIA MIDDLE GRADES WRITING ASSESSMENT
SCORING RUBRIC

Domain III. SENTENCE FORMATION. The writer forms effective sentences. **(Weight = 1)**

Components
Clarity of meaning at sentence level
Complete sentences and/or functional fragments
Sentence variation (length, type, sentence beginnings, coordination, and subordination)
End punctuation

Score Point 4
The response contains consistently clear, complete and effective sentences. The writing is characterized by **most or all** of the following components:

- consistent clarity of meaning even in complex sentences
- correct end punctuation
- extensive variety of sentences
- variety of both subordination and coordination strategies
- repetition for effect
- extensive original student writing

Score Point 3
The response contains a majority of clear and complete sentences, with generally correct end punctuation. The writing is characterized by **some or all** of the following components:

- clear, effective sentences
- elements within sentences joined correctly
- variety in length and type of sentences
- generally correct end punctuation
- competence in either coordination or subordination
- occasional run-ons or ineffective sentences
- sufficient original student writing

Score Point 2
The response demonstrates minimal competence in forming complete sentences, connecting sentences, and joining the elements within sentences. The writing is characterized by **some or all** of the following components:

- mixture of effective and ineffective, clear and confused sentences
- competence in complete, simple sentences but not in sentences containing subordination and/or coordination.
- end punctuation mixed (some correct/some incorrect)
- limited original student writing

Score Point 1
The response does not contain clear, complete sentences with appropriate end punctuation. The writing is characterized by **some or all** of the following components:

- sentence-level meaning confused
- frequent use of fragments, run-together sentences, or run together ideas
- too few sentences to determine competence
- end punctuation missing or incorrect
- lack of original student writing

GEORGIA MIDDLE GRADES WRITING ASSESSMENT

Sentence Formation (SF) Glossary

Domain III. SENTENCE FORMATION. The writer forms effective sentences. **(Weight = 1)**

Components
Clarity of meaning at sentence level
Complete sentences and/or functional fragments
Sentence variation (length, type, sentence beginnings, coordination, and subordination)
End punctuation

Clarity of Meaning. Each sentence should make sense as an independent unit. Each sentence should be properly formed and convey a clear message. An effective writer maintains a consistent clarity of meaning, even in complex sentences. Sentence-level meaning is undermined when words are arranged in the wrong order. [Note, if a sentence is confusing because the writer uses a single incorrect word or word form, this constitutes a usage error and is scored in the Usage domain.]

Functional Fragment or Sentence Fragment. A fragment is written as if it were a complete sentence in terms of capitalization and end punctuation. A fragment may be created by the placement of a period between a main clause and a subordinate clause ("The happiest time of my life was when we went to Walt Disney World. Because that was our first vacation as a family."). Punctuation-based fragments are considered Sentence Formation errors. A functional fragment, however, is one over which the writer has control and purposely uses to create a particular effect ("And when were we leaving? In the morning! Bright and early!"). Fragments are Sentence Formation errors. Functional fragments are not errors.

Sentence Patterns. The pattern of a sentence refers to the grammatical structure, the order of the words, the type, and the length. Patterns include simple, compound, complex; subject-first; beginning with a phrase, clause, transition, or sentence connective; declarative, interrogative, exclamatory, short, long. Varied patterns refer to the use of different sentence patterns within a paper so that the effect is more interesting to the ear than if the same sentence structure or structures were repeated. Sentence patterns and length may, however, be repeated for effect.

Coordination. Coordination refers to the connecting of equal grammatical structures to provide equal emphasis. Coordinating elements include, but are not limited to, connectors such as "and," "but," "or," "nor," "for," "so," and "yet." Coordinating conjunctions are appropriately used within sentences but not to begin sentences. The semicolon, used to connect two independent clauses, also serves as a signal of coordination.

Subordination. Subordination refers to a method of connecting clauses so that some clauses have less emphasis than others. Examples of subordinating conjunctions are "because," "when," "if," "after," "while," "although," "so that," "who," "which," and "that."

End Punctuation. End punctuation refers to the use of a period, question mark, or exclamation point to mark the end of a sentence. The absence of appropriate end punctuation creates errors such as comma splices and fused sentences. A fused sentence or run-on error occurs when two or more sentences are run together without any punctuation between them. A comma splice error occurs when independent clauses are linked only with a comma and lack a coordinating conjunction ("The weather was cold, I wore my dad's jacket"). Because this is an end punctuation error, not a comma error as it might appear, it is scored in Sentence Formation. Use or omission of commas separating independent clauses in compound sentences is judged in the Mechanics domain when a coordinating conjunction is present.

GEORGIA MIDDLE GRADES WRITING ASSESSMENT
SCORING RUBRIC

Domain IV. USAGE. The writer uses standard American English. **(Weight = 1)**

Components

Subject-verb agreement

Standard noun and verb forms

Correct word forms (case, number, pronoun reference, confused word pairs, same sound/different meaning, adjective/adverb degrees)

Manipulation of the conventions of Usage for effect (dialect, idiom, nonstandard language within a quotation)

Distinction between possessive pronouns and contracted pronouns (its, it's; their, they're; your, you're)

Score Point 4

The response demonstrates a full and consistent command of Standard American English. The writing is characterized by **most or all** of the following components:

- singular and plural subject-verb agreement
- correct use of varied pronouns
- correct and complex word forms
- ability to manipulate the conventions of usage for effect
- variety of contexts and instances in all components

Score Point 3

The response demonstrates control of many of the usage components of Standard American English. The writing is characterized by **some or all** of the following components:

- subject-verb agreement
- correct noun and verb formation
- clear pronoun reference
- correct word forms
- some variety in all components

Score Point 2

The response demonstrates some grasp of usage concepts but shows repeated weaknesses in the writer's command of Standard American English. The writing is characterized by **some or all** of the following components:

- a mixture of correct and incorrect instances of components
- competence in one or two components but not in others
- limited original student writing

Score Point 1

The response does not demonstrate a sufficient grasp of Standard American English. The writing is characterized by **some or all** of the following components:

- severe and repeated errors in subject-verb agreement, noun and verb forms, word forms, pronoun reference
- usage errors that create a barrier to understanding the writer's meaning
- lack of original student writing

GEORGIA MIDDLE GRADES WRITING ASSESSMENT

Usage (U) Glossary

Domain IV. USAGE. The writer uses standard American English. **(Weight = 1)**

Components

Subject-verb agreement

Standard noun and verb forms

Correct word forms (case, number, pronoun reference, confused word pairs, same sound/different meaning)

Manipulation of the conventions of Usage for effect (dialect, idiom, nonstandard language within a quotation)

Distinction between possessive pronouns and contracted pronouns (its, it's; their, they're; your, you're)

Subject-Verb Agreement. A verb must agree in number with its subject. Singular nouns (he) only agree with singular verb forms (goes), and plural nouns (we) only agree with plural verb forms (go).

Standard American English or Standard Form. Standard Form refers to careful word choice and to the use of grammatical conventions. Standard American English avoids slang, jargon, regionalisms, and illiterate forms except in limited, appropriate contexts. For example, a direct quote might be non-standard yet appropriate. Standard American English requires the agreed upon forms for plurals, subject-verb agreement, the formation of verb tenses, and the "s" marker to show possession. Most correct and incorrect usage can be heard. The writing sample would not have to be seen to determine competence, except in the case of homonyms.

Pronoun Reference. Pronoun reference consists of the relationship between a single word or group of words (the antecedent) and the pronoun replacement (the referent). The meaning of the pronoun should be immediately obvious to avoid confusion. Clarity is achieved through consistency of person, number, and gender. The following reference is confused: "My favorite sport is swimming, but I like volleyball too. They have to be played with teammates." "They" refers to both sports, but the writer intends to communicate that only volleyball requires teammates. The singular pronoun "it," is needed in place of "they." Broad references ("it," "this") can create confusion, particularly when overused.

Confused Word Pairs. (Homonyms and Homophones). Writers are expected to be aware of the difference between homonyms ("to", "too", and "two" or "its" and "it's") and other frequently confused words such as "accept" and "except", or "lie" and "lay."

GEORGIA MIDDLE GRADES WRITING ASSESSMENT
SCORING RUBRIC

Domain V. MECHANICS. The writer employs devices necessary in written standard American English. **(Weight = 1)**

Components
Internal punctuation
Spelling
Format (paragraph breaks, dialogue, margins, spacing between words)
Capitalization
Manipulation of the conventions of mechanics for effect (capitalization, repeated punctuation)

Score Point 4
The response demonstrates a thorough understanding of capitalization, internal punctuation, format, and spelling. The writing is characterized by **most or all** of the following components:

- components demonstrated in a wide variety of instances and contexts
- occasional proofreading errors or flaws
- extensive original student writing
- manipulation of Mechanics for effect

Score Point 3
The response demonstrates a sufficient understanding of capitalization, internal punctuation, format, and spelling. The writing is characterized by **some or all** of the following components:

- limited number of errors in one or more components that are not severe enough to interfere with meaning
- correct instances in each component present but not extensive
- components not demonstrated in a wide variety of contexts
- sufficient original student writing

Score Point 2
The response contains a mixture of correct and incorrect instances of capitalization, internal punctuation, format, and spelling. The writing is characterized by **some or all** of the following components:

- component used correctly in some contexts but not in others
- competence in one or two components but not in others
- limited original student writing

Score Point 1
The response contains numerous errors in capitalization, internal punctuation, format, and spelling. The writing is characterized by **some or all** of the following components:

- meaning obscured by severity and frequency of errors
- lack of original student writing

GEORGIA MIDDLE GRADES WRITING ASSESSMENT

Mechanics (M) Glossary

Domain V. MECHANICS. The writer employs devices necessary in written standard American English. **(Weight = 1)**

Components
Internal punctuation
Spelling
Format (paragraph breaks, dialogue, margins, spacing between words)
Capitalization
Manipulation of the conventions of mechanics for effect (capitalization, repeated punctuation)

Internal punctuation. Internal punctuation appears within a sentence. Examples include quotation marks and commas in dialogue, commas between words in a series, commas after introductory clauses and phrases, commas separating independent clauses in a compound sentence, commas setting off non-restrictive elements, commas after transition words, the apostrophe to show possession or to indicate a contraction, and the colon. Correct instances and errors can only be determined by seeing the writing sample. Note: End punctuation is evaluated in the Sentence Formation domain.

Spelling. Precision of and variety of word choice in the weighted domain of Style and lack of dictionaries during the testing moderate the significance of spelling in the determination of the Mechanics score. Common, high frequency words and words from the writing topic are expected to be spelled correctly. Less familiar vocabulary is considered more difficult to spell correctly and thus shows more skill than the correct spelling of simplistic vocabulary.

Format. Two aspects of format are rated. One is layout, which refers to the appearance of the paper (margins, paragraph indentation, spacing between words, and spacing between sentences). Writers and readers have agreed on certain spatial conventions for ease of understanding; words are placed on the page in accordance with these conventions. The second aspect of format refers to the physical grouping of related information into blocks of text called "paragraphs." (The paragraph features of order of presentation and flow of ideas are rated in the Content/Organization domain. The physical grouping of ideas into paragraphs is rated in the Mechanics domain.)

Capitalization. Appropriate capitalization refers to the knowledge of what should and should not be capitalized. For example, beginnings of sentences, proper nouns, abbreviations, the personal pronoun "I," book titles, week days, and months should be capitalized. Seasons of the year, general classes in school, and academic ranks (freshman) should not be capitalized.

GEORGIA MIDDLE GRADES WRITING ASSESSMENT

Proofreading. Proofreading is the last stage of the writing process, the final polishing of a piece of writing before its presentation. Before proofreading, the writer should have engaged in and completed the earlier stages of the process: prewriting, drafting, editing, and revising. During proofreading, the writer does a final check for errors in omitted or repeated words, spelling, punctuation, or capitalization. A proofreading error is an oversight, not an error in Mechanics. There is evidence throughout the paper that the writer knows the rule or concept. This evidence of competence suggests that an isolated error is caused by flawed proofreading, not by a lack of knowledge of the appropriate conventions.

Sample Student Papers
To Illustrate the Scoring Criteria

(Topic: Inventions)

WRITING TOPIC PAGE

Writing Topic, Number 1X
Inventions are devices or discoveries that change our lives. Some are ordinary, others are major, some haven't been created yet, and others influence us in ways that are good or bad. Write about <u>one invention</u> or <u>one type of invention</u> that interests you. Your paper must be one of the following: • your opinion about an invention • a real or imagined story about an invention • a report about an invention to be presented in class

Smooth, sleek, and perfect. Painstakingly crafted from fine, shiney porceline. A miracle of modern engineering, this invention influenced the lives of billions of people around the world. Yes, it is the typical, everyday standard American flush toilet.

The toilet has been around for hundreds of years. Scientific evidence shows that even the primitive Native Americans constructed crude out-houses. The real toilets however, came around in the dark ages. That was a time of brutal warfare in Europe. People were forced to erect huge castles in order to protect themselves. Castles had poor sanitation devices. Then someone got the idea to create rooms (like bathrooms) with simple toilets. These toilets were simply round holes conected to a shaft that led to one of two places; the moat (a small river surrounding a castle) or the ses pit. One of the low peasants would have to go down into the ses pit once in a while to turn over the ses in order to make it decompose faster. It wasn't until the 18 or 19 hundreds that a man with the name of Tomas "Tono" Crapper invented the modern miracle we call the flush toilet. This is why they are sometimes refered to as "Johns." This is also where the word "Crap" came about. The flush toilet was better than the normal toilets in every way. They were more efficient, they required less maintenance and were alot cleaner.

The toilet is such a simple device that we often take it for granted. The flush toilet has helped and changed our lives in so many ways. I enjoy camping. When you camp, there are quite often no toilets in the area. Let me tell you that its no fun to squat. Sometimes we had to construct primitive latrines to do our

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business "joint". In Life without the "John" would be miserable. The toilet is a wonderful luxury we sometimes forget about. Using toilets is something big that sets us apart from animals. The toilet is used by billions and billions of people all around the globe in close to every nation of the world. People do not appreciate the toilet enough. Most people don't give their waste another thought after pulling the silver handle.

Next to electricity, the flush toilet is easily one of the greatest inventions of our time. The toilet effects our lives in too many ways to be numbered. I believe too many people don't appreciate the typical flush toilet.

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Lithocode: 55725 **Report**

C/O: 4

- ☐ strong, clear controlling idea (the historical development of the toilet)
- ☐ even development of beginning, middle, and end
- ☐ thorough development of supporting ideas (primitive toilets, cess pits, the inventor John Crapper, flush toilets)
- ☐ effective introduction and conclusion emphasizing the importance of the toilet
- ☐ chronological organization within the body of the report
- ☐ sense of fullness (specific details illustrate each supporting idea)

S: 4

- ☐ precise language suited to the topic and purpose ("primitive Native Americans," "crude outhouses," "poor sanitation devices," "required less mainteinance")
- ☐ strong, sustained tone (humorous)
- ☐ consistent awareness of audience (explaining origin of "Johns" and "crap")
- ☐ approach that supports the topic and writer's purpose
- ☐ transitions lead the reader smoothly through the response ("It wasn't until the 18 or 19 hundreds," "Next to electricity").
- ☐ clear sense of the writer's voice and sense of humor ("Let me tell you that it's no fun to squat.")

SF: 4

- ☐ consistently clear, complete and effective sentences
- ☐ correct end punctuation
- ☐ variety of subordination and coordination strategies ("One of the low peasants would have to go down into the ses pit once in a while to turn over the ses in order to make it decompose faster." "When you camp, there are quite often no toilets in the area.")
- ☐ extensive original student writing

U: 4

- ☐ full command of Standard American English
- ☐ singular and plural subjects and verbs agree
- ☐ correct use of varied pronouns
- ☐ correct and complex word forms ("painstakingly crafted")
- ☐ variety of contexts in all components

M: 4

- ☐ thorough understanding of the components of Mechanics
- ☐ extensive original student writing
- ☐ correct and varied capitalization (sentence beginnings, first person pronoun, "Native Americans, John Crapper, Europe")
- ☐ correct and varied internal punctuation (quotations, commas, semicolon, apostrophes)
- ☐ correct format
- ☐ correct spelling (except "ses, conected, mainteinance")

The first and foremost purpose of a microwave is to cook food, but I think its secondary goal is to frighten the living daylights out of one person, my grandmother. Now I am quite sure the microwave is very useful. Why else would every home in America have one taking up much needed space on our kitchen counters? It helps create certain technological delicacies such as undercooked eggs and limp bacon. That strange box whirs, pops, and beeps every three seconds, and I am sure it will most definately be the one thing mixed with automobiles and cable television that will bring about the downfall of American culture, therefore it is an omen.

About six years ago, Granddaddy came home with an omen. The papers told of this omen and how radiation is released whenever it is used, killing off precious brain cells by the hundreds and possibly causing cancer and blindness. Well now! Grandmama read the papers, then cautiously glanced over at her very old kitchen counter where her very new microwave now sat.

It was a very pretty little microwave. Shiny black with a quaint gleam of sunlight splashed across its surface. It crouched timidly in the corner as if scared to come out. My grandmother glared at it, her gaze as triumphant as an obese Sumo wrestler's at his

final victory, as if the green little microwave was a hideous banana-sized slug.

Later, my mother, Brother and I drove over to check out the brave little microwave. After about ten minutes of oohing and aahing, Granddaddy decided to put the little thing to the test. Oh gracious! The ultimate test! Aaaugghhh! Ready. Let's warm up some two-day-old coffee. We were actually going to watch that bulky mass taking up counter space actually do something! What a concept.

Everyone gathered around the microwave, astonished that this small, helpless box had a light inside and made strange noises. Grandmama wasn't very impressed. She of all people knew this wasn't something new to hit the market. After Granddaddy has his coffee, he makes funny noises in his belly too.

"Stop! Get away!" You-know-who suddenly shrieked. "You're killing - slaughtering - butchering your own brain cells! Son, don't drink that coffee, you'll get sick! Everybody outside, NOW!" Never, in my whole entire life before or since then, have I heard my grandmother speak with such authority and in such a shrill voice. Needless to say, we all hustled outside and stood in the cold and blustery weather.

"I can't wait to get some good, hot coffee," Granddaddy mumbled. "Just twelve more seconds." To Granddaddy, the microwave was a big deal; but to Grandmama, microwaves are fingernails on the blackboards of life.

Lithocode: 55732 **Reality-based story**

C/O: 4

- ☐ strong, clear controlling idea (The time my grandfather bought grandmama a microwave)
- ☐ even development of beginning, middle, and end
- ☐ thorough development of supporting ideas (description of microwave, fear of radiation, the first test, grandmother's reaction)
- ☐ effective chronological organization
- ☐ sense of fullness provided by use of specific details
- ☐ extensive original student writing

S: 4

- ☐ precise and engaging language suited to the topic and purpose ("certain technological delicacies," "killing off precious brain cells," "quaint gleam of sunlight splashed across its surface")
- ☐ strong, sustained tone (humorous)
- ☐ audience needs addressed for interesting presentation
- ☐ transitions lead the reader effortlessly through the response ("About six years ago," "After about ten minutes of oohing and aahing")
- ☐ clear sense of the writer's voice (sense of humor and affection for grandparents)

SF: 4

- ☐ consistently clear, complete and effective sentences
- ☐ correct end punctuation
- ☐ extensive variety of sentences
- ☐ variety of subordination and coordination strategies ("The first and foremost purpose of a microwave is to cook food, but I think its secondary goal is to frighten the living daylights out of one person, my grandmother.")
- ☐ extensive original student writing

U: 4

- ☐ full and consistent command of Standard American English
- ☐ singular and plural subjects and verbs agree
- ☐ correct use of varied pronouns
- ☐ correct and complex word forms
- ☐ variety of contexts in all components

M: 4

- ☐ thorough understanding of the components of Mechanics in a wide variety of contexts and instances
- ☐ correct and varied capitalization ("American, Granddaddy")
- ☐ correct and varied internal punctuation (including dialogue)
- ☐ manipulation of Mechanics for effect ("Aarrrggghhh," "NOW!")
- ☐ correct spelling
- ☐ correct format

An invention that I believe has been extremely influential in my life is the guitar. BB King, Jimi Hendrix, Chet Atkins, Jimmy Page; all of these names have at least one thing in common, they have all been made famous because of an invention, discovered in 1200 BC.

The earliest record of a guitar is from a cave painting of a four stringed instrument with curved sides, a fretted neck, and a soundhole. After this, in the mid 16th century Antonio Torres came up with the modern "8" shaped guitar, and a bracing system that would maximize the guitar's tone and volume. Antonio had great success in his endeavor and earned the name of, "father of the modern guitar".

Guitars have fallen into their downages, and this is where our story picks up. The Baroque period was a major time of improvement for the guitar. The four courses of strings previously used, were replaced with six, single strings, and a guitar that looked almost like ones used today. After these changes though, our guitar falls out of favor with the world.

We resume our in the work of a young furniture builder, Orville Gibson. This young, self educated builder experimented with all types of furniture woods, such as spruce, mahogany, many fins, and rosewoods to make his ornate, arch-topped guitars. Gibson started his own business as a luthier (guitar builder). His guitars were noted by many musicians for their

warm tone, easy play, and wonderful sound. In the 1950's a man named Les Paul walked into the Kalamazoo headquarters with the idea of a solid body electric guitar. Paul's prototype was "the log", a 4x4 inch block of pine fixed with two pickups, one for treble, and the other for rythem. The log, then had an acoustic f-hole placed on it, so it would look more like a real guitar. Les Paul's idea was flatly rejected, until the Fender corporation introduced the flat, solid bodied Telecasters.

That leads us to present day. The Gibson and Fender corporations are internationaly known and you can find a guitar in millions of homes across America. Just think, all this music came about because of an invention in 1200 BC

Lithocode: 55649 **Report**

C/O: 4

- strong, clear controlling idea (how the guitar was developed and refined)
- thorough and even development of supporting ideas (earliest guitars, Baroque period, modern guitars)
- effective historical organization
- sense of fullness provided by specific examples and detail

S: 4

- precise language suited to the topic and purpose ("extremely influential," "curved sides, fretted neck," "bracing system that would maximize the guitar's tone and volume," "4x4 inch block of pine fixed with two pickups")
- varied word choice
- appropriate, sustained tone (academic)
- consistent awareness of audience (provides audience with clear explanations of technical terminology)
- transitions lead the reader through the response
- clear sense of writer's appreciation of the guitar

SF: 4

- consistently clear complete and effective sentences
- correct end punctuation
- extensive variety of sentences
- variety of subordination and coordination strategies ("The four courses of strings previously used, were replaced with six, single strings, and a guitar that looked almost like ones used today." "After this, in the mid 16th century Antonio Torres came up with the modern "8" shaped guitar, and a bracing system that would maximize the guitar's tone and volume.")

U: 4

- full and consistent command of Standard American English
- singular and plural subjects and verbs agree
- clear pronoun reference
- correct and complex word forms
- variety of contexts and instances

M: 4

- thorough understanding of components of Mechanics
- extensive and correct capitalization of proper names ("Antonio Torres, Jimi Hendrix, Jimmy Page, Chet Atkins")
- extensive variety of internal punctuation (commas, quotations, semicolons, apostrophes)
- correct format (skipping a line between paragraphs is not considered a Mechanics flaw)

As I think back to when I was in fourth grade I remember many things, but the thing I remember most was our fourth grade science fair. I didn't enter it but my best friend did. Her name was Emily Porter she was a short plump girl with rosy cheeks and Jet black hair. She was the type of girl you read about in the story books. The sweet, yet wild one. When I told her about what I thought. She always said, "Yeah sure, I'd end up being the ugly step sister." I laughed, even though I knew it wasn't true.

Emily was smart and very proud of it That's why when I told her she should enter the Science Fair, she agreed. She never told me what she had made until the day of the Science Fair, but I do remember her working on it day and night.

The day it was our classes turn to go see everyone's great ideas, was the first day the fair opened. Wich was good, because I couldn't wait to go see what Emily had made. We raced toward the front of the line, pushing our classmates out of the way. When we finally made it to the doors, ready to barge in, our teacher Mrs. Stanton stoped us. She told us everything wasn't set up, and we'd

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have to wait. We wai'ed for what seemed like a life. time until they opened the doors. Emily pushed her way through, draging me along to see her invention.

It was huge, and red. I had no idea what it was Then she started to explain. It was a Self Dog Feeder. If you went out of town, all you had to do was buy one of these. See, the dog steps up to his bowl. When he does so his weight trigers Something inside to drop a bone or dog food, in his bowl.

I thought it was the neatest idea there, and should have won first place. Unfortuneatly the judges didn't think the same. Emily won second, but I was still proud of her, and told her one day there would be Self Dog Feeder all over the world, Made by Emily Porter, and I would be sure to ~~Buy~~ buy one. So everytime I go into a pet shop I look for the "Self Dog Feeder" made by her.

Lithocode: 55737 **Reality-based story**

C/O: 4

- strong, clear controlling idea (Emily invents the Self Dog Feeder")
- even development of beginning, middle, and end
- thorough development of supporting ideas (description of Emily, day of the science fair, how the Dog Feeder works, winning second place)
- appropriate chronological organization
- sense of fullness provided by specific details

S: 4

- engaging language suited to the topic and purpose ("She was a short plump girl with rosy cheeks and Jet black hair," "We raced toward the front of the line, pushing our classmates out of the way.")
- strong, sustained tone (anticipation)
- consistent awareness of audience
- transitions lead the reader through the response
- clear sense of the writer's voice and affection for her friend

SF: 3

- majority of clear and complete sentences
- elements within a sentence joined correctly
- variety in length and type of sentences
- correct end punctuation
- competence in coordination and subordination
- occasional run-on or ineffective sentence ("Her name was Emily P, she was a short plump girl...")

U: 4

- full and consistent command of the components of Usage
- singular and plural subjects and verbs agree
- correct use of varied pronouns
- correct word forms
- variety of contexts in all components

M: 3

- sufficient understanding of the components of Mechanics
- some variety in each component but not extensive
- correct format
- correct internal punctuation (except some missing commas)
- generally correct spelling (except "wich, draging, stoped, unfortuneatly")
- correct capitalization but not extensive

Some inventions are created by accident. This is called serendipity. One example of this is the Post-It-Note which is often used today. It is commonly found in many homes and businesses, which makes it hard to believe it happened by accident.

The man who invented Post-It-Notes was working for the 3M company. He was trying to make a special kind of glue. This glue was supposed to be very flexible, yet still be a good adhesive. Well, it turned out that the man's glue didn't work. He was very disappointed. However, he discovered that by putting some of the glue on the back of a square of paper, he could stick it somewhere and then take it off again! He ran to tell his boss. The boss was ecstatic, and told the workers to manufacture and market the Post-It-Note. It was, and still is, a huge success.

Post-It-Notes can be found all over. They are very useful. The glue they are backed with has just the right strength, and they can be stuck to things over and over. Post-It-Notes help me and millions of other people remember things that we would normally forget.

I think Post-It-Notes are a great invention. They can be used in so many different ways. I find it funny that these things came about by accident. One man's mistake led to the 3M company making a lot of money from a useful product. I don't know what I would do without them!

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Lithocode: 55708 **Report**

C/O: 3

- clear controlling idea (how Post-It-Notes were invented)
- generally relevant supporting ideas
- uneven development of supporting ideas (how the Post-It-Notes were invented is developed more thoroughly than how they are useful)
- sense of completeness (sufficient information provided to the reader)
- appropriate organization

S: 3

- generally engaging language ("It is commonly found in many homes and businesses, which makes it hard to believe it happened by accident") with occasional lapses into functional language
- appropriate tone (appreciation)
- generally consistent awareness of audience
- transitions link ideas within parts of the paper

SF: 3

- majority of clear and complete sentences
- correct end punctuation
- competence in subordination and coordination strategies ("The glue they are backed with has just the right strength, and they can be stuck to things over and over.")
- although there are no ineffective sentences, the paper lacks an extensive variety of subordination and coordination strategies

U: 3

- control of many of the components of Usage
- subjects and verbs agree
- correct noun and verb formation
- clear pronoun reference
- correct word forms
- some variety in all components but not extensive

M: 4

- thorough understanding of the components of Mechanics
- correct internal punctuation (commas in a variety of contexts, apostrophe, hyphen)
- correct spelling
- correct format
- correct capitalization (beginning of sentences, product names)

The airplane is an incredible invention, perhaps it's the greatest. The airplane provides us with the fastest way of transportation. But who takes the credit for this marvelous wonder.

Many people have tried flying back as late as the 1800's possibly even earlier than that. Drawings and sketches of a type of flying machine were left behind ~~of~~ by Leonardo Divinchi. But the first actual successful flight was back on, I think, December 3, 1908 by Oriville and Wilbur Wright. These two brothers had built the first successful glyder and engine powered plane. Oriville and Wilbur had ran many tests and trials before they had succeeded perfectly in their calculations. Oriville and Wilbur had figured, ~~it right shaped and modeled~~ modeled, and shaped on of the finest pieces of history on the face of the Earth, that would later become on of the ~~World's greatest~~ World's greatest uses. ~~with updated technology~~ technology ~~and better trained engineers~~. You see, Oriville and Wilbur had a destiny to fly like a bird, to soar like an eagle, to grasp the wind and let it carry them as far as the eye could see. Flying is like a sense of freedom, and these two brothers wanted that freedom. All it took was a little bit of brains and a whole lot of will power for them to achieve that at Devil's Hill, Nags Head, North Carolina. IF you believe it, you can achieve it, and the Wright brothers believe it.

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and they achieved it.

To me flying is like a breath taking journey. To be able to look out ~~of a plane window~~ the window of a plane and see the clouds from above and gaze at the scenery that God has created is ~~spectacular.~~ a spectacular feeling. Oriville and Wilbur have created something that will be with us for many centuries with more and more research and updated technology. As Neil Armstrong once said while standing on the moon, "That's one small step for man, but one giant leap for mankind." The Wright brothers have created a masterpiece.

Lithocode: 55677 **Report**

C/O: 3

- clear controlling idea (how the first airplane was developed by the Wright Brothers)
- generally relevant supporting ideas (Leonardo da Vinci, test flights, implications of flight)
- uneven development of supporting ideas
- sense of completeness (sufficient information provided to the reader)

S: 3

- generally engaging language ("had a destiny to fly like a bird, to soar like an eagle . . .") with lapses into functional language
- appropriate tone (wonder)
- consistent awareness of audience
- some sense of the writer's individuality
- sufficient original student writing

SF: 3

- majority of clear and complete sentences
- correct end punctuation
- competence in subordination and coordination ("All it took was a little bit of brain and a whole lot of will power for them to achieve that at Devil's Hill, Nags Head, North Carolina.")
- elements within sentences joined correctly
- occasional ineffective sentences begin with "but"

U: 3

- control of many of the components of Usage
- subjects and verbs agree
- correct noun and verb formation
- correct word forms
- some variety in all components but not extensive

M: 3

- sufficient understanding of components of Mechanics
- correct instances are varied but not extensive
- incorrect format (long second paragraph is ineffective)
- generally correct spelling
- correct capitalization
- some variety of internal punctuation

An invention that is very useful is the computer. It holds and keeps alot of information and has become a very popular piece of equipment. Back in the 40's, 50's, and 60's there were no computers, everybody was still using the typewriter. The typewriter, I think, wasn't as good as the computer, because, when you make a mistake on the typewriter you can't erase it. The typewriter also couldn't keep information, it was just a writing tool.

The first computer was made in the 1980's. It was just a simple computer, with a screen and keyboard. Now the computer has a screen, keyboard, drive, modem, printer, fax machine and shredder.

It also has the internet and e-mail. An e-mail is much easier than regular mail. You can just write to somebody on the computer and send it to the persons e-mail address. If they are on line they will write back to you if their never on the computer you probably will never here from them again.

The internet is an easy way to do things if you wanted to find out something about your favorite movie star or your favorite musical group. Just type in their website page and you will be right there. It can also tell you about stocks, sports, kids stuff, games, cars, vacations, and alot of others.

Their are also chat rooms where you go and can talk to stars or you can just talk to other people and talk about stuff.

Now computers are becoming more extrordinary because people are making computers that you can carry with you all day long. It is called a labtop and you need a disk drive to start up your computer. All you need to do is turn it on and your there. You can put your CD's and disks into the bottom of your labtop and boot up things.

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People think by the year 2000 or 3000 everything will be about computers. The classes will have computer teachers and everyone in the class will have a computer at his or her desk. The trees will be holographic and so will the plants. People will build robots that will look like humands and help them with their work. And most jobs will all be computerized and all you had to do was just press a button.

There are some other things that you can do with your computer. You can play music on it and play games on it. The printer prints your work and designs, a fax machine faxes important messages and a shredder shreds all unwanted paper.

The computer has and is a very useful piece of equipment in everybody's lives. Maybe people will be using everything by computers in the year 2000 or 3000 but for everybody is happy with the invention of the computer and everyday is trying to make it a much better piece of equipment.

Lithocode: 55676 **Opinion**

C/O: 3
- clear controlling idea (the computer is a useful invention)
- generally relevant supporting ideas (before the computer, early computers, modern computers, Internet)
- appropriate organization
- sense of completeness (sufficient information provided to the reader)

S: 2
- little engaging, precise, or varied language ("you can just talk to other people and talk about stuff," "wasn't as good as the computer," "boot up things," "The printer prints," "fax machine faxes," "shredder shreds")
- inconsistent tone
- transitions are limited to simple phrases ("The first computer," "Their are also chatrooms," "There are some other things")
- little individuality or voice
- little awareness of audience

SF: 3
- majority of clear, complete sentences
- correct end punctuation
- some variety in length and type of sentences
- competence in subordination and coordination ("The Internet is an easy way to do things if you wanted to find out something about your favorite star or your favorite musical group.")
- sufficient original student writing

U: 3
- control of many of the components of Usage
- subjects and verbs agree
- correct noun and verb formation
- clear pronoun reference
- correct word forms (except "their" for "there")
- some variety in all components but not extensive

M: 3
- sufficient understanding of the components of Mechanics
- correct format
- correct internal punctuation
- generally correct spelling (except "extrordinary, labtop, humands")
- correct capitalization but not in a variety of contexts

Don't you hate it when your daughter or son goes out with friends and doesn't leave a not or anything to inform their parents about where their going or when they will be back? I know my parents do. That's why we got our mom a pager. Its helpful, accesable, and it was really easy to find. Now, not only will my parents know where we are but as well as when we will be home or if we need to be picked up.

Some people feel that pagers are only for delinquents or slackers, but really pagers are helpful in everyday life. Supose someones child got sick at school and they could not contact their parents at home so they had to page them. That would be much more convenient than making the child stay at school and suffer. Teens will often go off with their friends leaving parents worried and concerned. If that parent or teen had a pager they could call and let the other know where they were and when they were back. This way both people have an accesable way of contacting one another.

Pagers are very easy to carry around. Most people you see probably are wearing them. They have a little clip that clips on to your pants, and when you hear it or feel it going off you turn it off. Many people can find pagers in any kind of store.

Pagers can be found in propbably any store. They come in all different shapes and sizes. They have

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big ones, little ones, they have rectangles and squares and many more. They can come in just about any color you want, whether it be red, green, blue, yellow, or black their sure to have it. Prices of pagers vary depending on the type of pager. If it is just a common page is could run around $50.00 to $75.00. If it is one of the more advanced pagers it could run around $100.00

Helpful, accesable, and easy to find, would be nothing else but a pager. Personally, I feel that pagers are very useful in peoples everyday life. I hope that I have inspired those of you who do not have a pager but do have kids. You can't ever be to precautious with the people you love.

Lithocode: 52394 **Opinion**

C/O: 3

- ☐ clear controlling idea (why one should own a pager)
- ☐ generally relevant supporting ideas (helpful, accessible, easy to find)
- ☐ uneven development of supporting ideas (helpful is more developed)
- ☐ appropriate organization (five paragraph format)
- ☐ sense of completeness (sufficient information provided to the reader)

S: 3

- ☐ generally engaging language at beginning of paper ("Some people feel that pagers are only for delinquents or slackers, but really pagers are helpful in everyday life.") that lapses into mostly functional language near the end
- ☐ appropriate tone (enthusiastic)
- ☐ consistent awareness of audience
- ☐ some sense of the writer's individuality

SF: 3

- ☐ majority of clear and complete sentences
- ☐ correct end punctuation
- ☐ competence in subordination and coordination ("If it is one of the more advanced pagers it could run around $100.00.")
- ☐ elements within sentences joined correctly

U: 3

- ☐ control of many of the components of Usage
- ☐ subjects and verbs agree
- ☐ correct noun and verb forms
- ☐ clear pronoun reference
- ☐ correct word forms
- ☐ some variety but not extensive

M: 3

- ☐ sufficient understanding of the components of Mechanics
- ☐ correct capitalization but not extensive
- ☐ correct format
- ☐ generally correct internal punctuation (except a few missing commas)
- ☐ correct spelling
- ☐ variety in length and type of sentences

I would like to start out this paper by stating the obvious: the telephone is one of the greatest manmade inventions ever created. By simply dialing seven digits you could make reservations at your favorite restaurant, buy tickets to Europe, or just talk to a friend. Sometimes we forget what an immense contribution this is to communication technology. Well, I'm here to remind you how important the telephone really is.

First off think about how many hours the average teen talks on the phone. The answer is two and a half. If they weren't on the phone they would be filling their minds with the trash on TV. Instead they are probably finding out earth shattering information from their friends. For teenagers the phone is a source for entertainment, knowledge, and comection to the real world out there.

Telephones also rule the entire work field. There isn't one job that doesn't include a phone. On some days you can simply work from home just by using the phone. What would secretarys, lawyers, real-estate agents, etc. do without a source of communication? Well, you couldn't even take a day off, how would you tell your boss you weren't coming?

Face it, in todays environment the telephone is a must-have not a must-want. There are

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Some things you don't appreciete until you lose them. So lets hope we never lose the telephone. In conclusion I'm really glad the telephone was invented, and I hope you know that without we would be lost.

Lithocode: 51314 **Opinion**

C/O: 3

- clear controlling idea (the phone is an important invention)
- generally relevant supporting ideas (how much phones are used, role in the work place, communication technology, phone is a "must-have")
- uneven development of supporting ideas (some ideas are elaborated, others are simply listed)
- appropriate organization (introduction, two body paragraphs, conclusion)
- sense of completeness (sufficient but not extensive information provided to the reader)

S: 3

- generally engaging language ("By simply dialing seven digits you could make reservations at your favorite restaurant, buy tickets to Europe, or just talk to a friend") with lapses into functional language (I'm really glad the telephone was invented.")
- appropriate enthusiastic tone
- generally consistent awareness of audience (directly addresses the reader, use of rhetorical question)
- some sense of the writer's individuality (it is clear that the writer views phones as essential)

SF: 3

- majority of clear and complete sentences
- correct end punctuation
- competence in subordination and coordination ("By simply dialing seven digits you could make reservations at your favorite restaurant, buy tickets to Europe, or just talk to a friend")
- elements within sentences joined correctly

U: 3

- control of many of the components of Usage
- subjects and verbs agree
- correct noun and verb forms
- generally clear pronoun reference (except "they" to refer to "the average teen")
- correct word forms
- some variety but not extensive

M: 3

- sufficient understanding of the components of Mechanics
- correct but not extensive capitalization
- correct format
- generally correct internal punctuation (except a few missing commas and a missing apostrophe)
- correct spelling (except "appreciete")

The solar car is going to be the car of the future. It has no pollutants and doesn't use gas. There is a few problems. I wouldn't count on driving it long at night because after the sun goes down the energy that was stored in the battery starts being used and the battery at the longest only lasts 2 hours. If we don't do something about the pollution, there won't be an earth to protect. I think that the solar car is the answer to that problem. They are also saying that by the next 100 years we won't have any gas left. If that happens we won't need gas powered cars anymore because we won't have any gas for them to run own. The solar powered car is the answer to that problem.

The solar powered cars will not go as fas as the gas powered cars. The solar powered car is not pollutant and does not use gas. I think that the solar powered car will outlast a gas powered car. So there is another reason why I think that solar powered cars are the cars of the future.

There is another problem with solar powered cars and it is that when it is cloudy and raining I wouldn't plan to go to far. You wouldn't be able to go to far because there wouldn't be any sunlight getting to the car to make it go. Another problem is that if the solar panels get busted, it would take a lot of money to replace them. Overall there are more advantages than disadvantages.

There wouldn't be anymore nascar racing if everything went to the solar cars because solar cars don't go that fast. The top speed on solar cars is seventy miles an hour. They could have it but it would be a slow race. Their wouldn't be anymore drag racing

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eathier because all the cars go the same speed. I think that we should keep a few gas powered cars for that.

Overall the solar powered car is better than the gas powered car. The solar power car is non pollutant and the gas powered car is very pollutnat. The gas powered car can go a lot faster than the solar powered car can. That is a draw back with the solar powered car because I like to get where I am going quick. That is why I think we should use the solar powered car.

Lithocode: 51309 **Opinion**

C/O: 2

- vague, poorly developed controlling idea (solar powered cars have advantages and disadvantages)
- writer loses focus, switching from advantages to disadvantages of solar powered cars
- supporting ideas (solar powered cars do not pollute, do not require gas, will not go as fast, can't travel as far at night or when cloudy, can't be used in a race) are general, undeveloped, or irrelevant
- weak organization (writer concludes that there are more advantages to the solar powered car, but offers more disadvantages in the body of the paper)
- sense of completeness missing (insufficient information provided to reader)

S: 2

- little engaging language ("The solar powered cars will not go as far as the gas powered cars.")
- impersonal tone
- little awareness of audience (the writer fails to use language to persuade the audience)
- little sense of individuality
- paper limited to simple transitions ("There is another problem," "Overall the solar powered car")

SF: 4

- consistently clear, complete and effective sentences
- correct end punctuation
- variety in length and type of sentences
- variety of subordination and coordination strategies ("There wouldn't be anymore nascar racing if everything went to the solar cars because solar cars don't go that fast.")

U: 3

- control of many of the components of Usage
- subjects and verbs agree (except "There is a few problems")
- correct noun and verb forms
- generally clear pronoun reference
- correct word forms
- some variety but not extensive

M: 3

- sufficient understanding of the components of Mechanics
- correct capitalization limited to beginning of sentences ("nascar" is not capitalized)
- correct format
- generally correct internal punctuation (except a few missing commas)
- correct spelling

An invention that I was invald in and could stand that I told my cousin yes to was when she thought she invented shampoo.

It was a Saturday morning when my mom took me to my cousins house. Her name was Shonda and she was 11 and was 10. Shonda this thing for making stuff, well every seens she saw something on TV about making 10,000 from an invention. She thought that she should try to make something to help the people dirt hair. I could say no, so I helped her stuff like mood, bubbles, soap and rock candy. I didn't know why she used mood or rock candy, but she was ready to put it together. She put it in the grinder for about 4 min so all of it could get mixed up. When she saw the bubbles she was the happiest person in the world, but their was a little problem she need someone to test it on seen I was the only one their, beside herself. She tired it on me.

The next day we went back over their she wanted to make a shampoo that smelled like a rose, and fruit. So we ended up finding again mood, bubbles, soap, rock candy, a rose, stewberries, cherries

and a pineapple. I thought she was going to use them one at a time but she didn't she use every last item in the grinder. It took about 9min to grind up. It had bubbles alright and a nasty looking threw up color once again she tested on my hair, I didn't like the way it felt when it touch my hair. But she was happy that she invented something that looked nasty but smelled sweety.

When my mom came out of the house from talking to my aunt sissy, She almost lost her mind from the sight of my blivish-red hair. After my mom washed my hair 20 million time the food coloring that she put in it an never told me, came out until this day I would never let her try another invention on me again.

The purpose of this paper was to tell you to never trust a 10 year old kid with any wild imagination and never every every use a shampoo with mood or food coloring in it.

Lithocode: 55678 **Reality-based story**

C/O: 3

- ☐ clear controlling idea (the time my cousin thought she invented shampoo)
- ☐ generally relevant supporting ideas (collecting ingredients, mixing them, testing the shampoo, mother's reaction)
- ☐ clear connections between supporting ideas
- ☐ appropriate chronological organization
- ☐ sense of completeness (sufficient information provided to the reader)

S: 2

- ☐ little engaging or varied language ("She thought that she should try to make something to help the people dirt hair.")
- ☐ inconsistent tone
- ☐ effective transitions link ideas and parts of the paper
- ☐ some awareness of audience evident but descriptions are often not appropriate ("It had bubbles alright and a nasty looking throw up color.")
- ☐ some sense of the writer's voice (writer "thinks aloud" throughout the paper)
- ☐ sufficient original student writing

SF: 1

- ☐ minimal competence in forming complete sentences not demonstrated
- ☐ frequent use of fragments and run-together sentences ("Shonda this thing for making stuff, well every seens she saw something on T.V. about making 10,000 dollars from an invention.")
- ☐ end punctuation correct
- ☐ some correctly formed sentences; however the majority are ineffective sentences

U: 2

- ☐ some grasp of usage concepts but repeated weaknesses in some components
- ☐ most subjects and verbs agree in number
- ☐ incorrect verb formation ("I could say no," "she need someone to test it on,""she use every last item""when it touch my hair")
- ☐ incorrect noun formation ("dirt hair", "was happiest person")
- ☐ incorrect word forms ("their" for "there", "every" for "ever", "out the house")

M: 2

- ☐ mixture of correct and incorrect instances of the components of Mechanics
- ☐ correct format (paragraph breaks)
- ☐ correct spelling (except "invold", "mood", "stewberries", "tired" for "tried")
- ☐ mixture of correct and incorrect internal punctuation (correct commas in a series but many misplaced commas)
- ☐ correct but very limited capitalization (shonda and the beginnings of sentences)

Nowdays there is no telling about which invention they are going to come out with next. There is alot of things that have been invented which have not got all the credit that they have desirved. Many discoveries have taken place that have changed the way that we look at the world. There are still lots of things that are sitting out in the world just waiting to be invented. The 1900's have been the century for inventions.

There is so many inventions that did not get enough credit it's a shame, like the tooth brush. Thats a everyday item that gets used at least 2 times a day if they are normal. Plastic there is plastic forks, knives, plates, and spoons. You can use them and recycle them, and you will save money and time. You also will not have to wash those every night. Some inventions that are revolutionary did not get enough credit.

In the 1900's there have been so many discoveries. First the spaceship went into space. Second the spaceship that landed on the moon. Third a spaceship pathfinder went and took pictures of Mars surface. The invention of the automobile was also a big invention. Now car sales are very high, and they can be made at cheap price. Television came in the middle 1950's it changed the way of life so much, now theres cable, satilite, and video game to hook up to the ordinary television.

There are a uncountable amount of things on earth that have not yet been invented. One discovery

is how the Egyptians built the pyrimaids, and they are one of the seven wonders of the world. A invention they are working on is car windows that have a tinting device that darkens or lightens the window tint. These are a few of the many inventions that they are working on.

Many inventions in life got looked over by alot of people that see and even use the certain items every day. In the 21'st century sceintist may discover some new Egyptian tombs that will explain how they built the pyrimaids. There may be more UFO's that are sighted and aleins that have been sighted. The main point of my report is to inform you that every invention has not been invented.

The End

Lithocode: 51313 **Report**

C/O: 2

- ☐ vague, poorly developed controlling idea (The 1900's have been the century of inventions)
- ☐ numerous supporting ideas that are general and listed rather than developed (toothbrushes, plastic, spaceships, televisions, video games, tinted windows)
- ☐ sense of completeness lacking (insufficient information provided to the reader to understand the writer's purpose)
- ☐ sufficient original student writing

S: 2

- ☐ little engaging language ("You will not have to wash those every night".)
- ☐ impersonal tone ("The main point of my report is to inform you that every invention has not been invented.")
- ☐ transitions link ideas within the paper
- ☐ some awareness of audience
- ☐ little sense of the writer's individuality

SF: 3

- ☐ majority of clear and complete sentences
- ☐ elements within sentences joined correctly
- ☐ some variety in length and type of sentences
- ☐ generally correct end punctuation
- ☐ competence in subordination and coordination ("New cars sales are very high and they can be made at a cheap price.")

U: 2

- ☐ minimal grasp of components of Usage
- ☐ most subjects and verbs agree (except "there is so many inventions," "there is a lot")
- ☐ some errors in verb formation ("have not got")
- ☐ some mistakes forming plurals ("sceintist," "at cheap price")
- ☐ incorrect word forms ("a everyday item," "a uncountable amount")
- ☐ lack of variety in all components

M: 3

- ☐ sufficient understanding of the components of Mechanics
- ☐ correct instances in each component but not extensive
- ☐ generally correct spelling (except "pyrimaids," "aleins," "satilite," "sceintist")
- ☐ correct capitalization ("Mars, Egyptians")
- ☐ generally correct internal punctuation (commas in a series are correct, some missing commas and apostrophes)
- ☐ correct format

I have many opinions about many inventions. Some are good. Some are bad. The inventions I will be giving my opinion on are good. I like them a lot. I hope after you read this you will like it too.

The inventions that I am talking about are video games and the systems you use them with. There are several major systems and companies. They are Nintendo, Sega, and Sony. The most up to date systems are Nintendo 64, Sega Saturn, and Sony Playstation. There are many games for each System. Nintendo 64 doesn't have as many games as the other systems because it is newer.

All systems have 4 major parts. The Controller is used to control the movements of a character. The television is for you to see what's going on. The Cartridge/CD contains the graphics and sound. A cd has better sounds, but a cartridge has better graphics. The

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last thing is the actual system. I allows the characters to move and you can save a game if you have memory.

Lithocode: 55762 **Report**

C/O: 2

- ☐ minimally developed controlling idea (how different video game systems operate)
- ☐ few, general, and undeveloped supporting ideas (companies that make video games, parts of video game systems)
- ☐ sense of completeness lacking (insufficient information provided to the reader)
- ☐ limited original student writing (large handwriting makes the paper appear longer than it actually is)

S: 2

- ☐ little engaging or varied language ("I have many opinions about many inventions")
- ☐ impersonal tone
- ☐ simple transitions ("The inventions that I am talking about . . .")
- ☐ little awareness of audience
- ☐ little sense of the writer's voice
- ☐ limited original student writing

SF: 3

- ☐ majority of complete sentences
- ☐ correct end punctuation
- ☐ little variety in length and type
- ☐ some competence in simple subordination ("A cd has better sounds, but a cartridge has better graphics.")
- ☐ no ineffective or incorrect sentences

U: 2

- ☐ some grasp of components of Usage
- ☐ subjects and verbs agree (limited to simple forms: "there are," "there is," "they have")
- ☐ nouns and verbs formed correctly (lack variety)
- ☐ limited use of pronouns
- ☐ word forms correct but simple and limited

M: 2

- ☐ minimal grasp of the components of Mechanics
- ☐ commas used correctly in a series (some commas missing after clauses)
- ☐ correct capitalization (beginning of sentences, brand names)
- ☐ generally correct format (except the indentation of the first paragraph is not clear)
- ☐ limited instances in all components
- ☐ limited original student writing

My report will be on the electric car. The electric car, is a car the runs on electricity and is way different from the car that we drive today. Just like the gas cars, it has to be refilled by a type of element. It is recharged by electricity, so it can keep on running.

The electric car is way more better than the car we drive today, because it is faster and you'll be making less trips to the gas station, because you wouldn't have to recharge that much.

The electric car is safer than the one we drive today, because it helps us have less air pollution than the car we drive today. The car we drive today gives off too much pollution in the air.

I Belive the reason the electric car was built, was because of the pollution problem we have with the cars we drive today. I think it will help us stop most of the pollution we make.

I belive we will be able to drive the electric car when around or after sometime in the year 2000. I belive when it comes our world will be much better and cleaner and most

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8) The air pollution will be solved in the future.

Now my ~~opinion~~ opinion about the electric car is I think a great idea and a revolution to the future, I also think it should replace the cars we drive today.

Lithocode: 55671 **Opinion**

C/O: 2
- ☐ minimally developed controlling idea (the electric car is better than the car we drive today)
- ☐ few, general, and undeveloped supporting ideas (faster, safer, does not pollute)
- ☐ sense of completeness lacking (insufficient information provided to the reader)

S: 2
- ☐ little engaging language ("The electric car is way more better than the car we drive today.")
- ☐ little varied language ("I believe," "the electric car)
- ☐ flat tone
- ☐ overused phrases ("The electric car is better because . . .")
- ☐ little awareness of audience
- ☐ little sense of the writer's individuality

SF: 2
- ☐ mixture of effective and ineffective sentences
- ☐ frequent loss of control (second paragraph, final paragraph)
- ☐ generally correct end punctuation
- ☐ little variety in length and type of sentences

U: 2
- ☐ mixture of correct and incorrect instances of components of Usage
- ☐ awkward word combinations ("when around or after sometime in the year 200," "Now my opinion about the electric car is I think a great idea and invention to the future.")
- ☐ some incorrect word forms ("way more better," "way more different")
- ☐ lack of variety in all components

M: 3
- ☐ sufficient, but not extensive understanding of the components of Mechanics
- ☐ generally correct spelling (except "belive")
- ☐ generally correct internal punctuation (except unnecessary comma in second sentence)
- ☐ mixed competence in formatting (paragraphs are indented, but many are one sentence paragraphs)
- ☐ capitalization correct but limited to beginning of sentences

The filling cabinet is one of the most usefull inventions in the classroom today. It can be used for several things for example: you could put test papers in them to keep the class from stilling the answers from you.

It has rolling drawers so they just glide out and some you can get with locks. You also have a varity of colors to choose from.

Another great classroom invintion was tape. It is a peace of thin plastic that has

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one sticky side. It can be used for different things for example: tapping someones mouth shut. It does not heart when you put it on the victems lips but when you take it off hair and skin come off with it.

Those are two very usefull inventions in the classroom. Without tape and the filling cabinet we could not do alot of things we need to do in the classroom.

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Lithocode: 55698 **Opinion**

C/O: 2

- minimally developed controlling idea (filing cabinet and tape are useful inventions)
- supporting ideas are few, general, and undeveloped (put test papers in cabinet, description of filing cabinet, taping someone's mouth shut)
- sense of completeness lacking (insufficient information provided to the reader)
- limited original student writing

S: 1

- lack of engaging or varied language ("Another great classroom invention was tape." "It can be used for several things") results in flat tone
- no awareness of audience
- no sense of the writer's individuality

SF: 2

- mixture of effective and ineffective sentences
- frequent loss of control results in run-ons ("It can be used for different things for example . . .")
- limited original student writing
- sentences that are correct are simple

U: 2

- minimal grasp of the components of Usage
- subjects and verbs agree (limited to simple forms)
- lack of variety in all components
- limited original student writing

M: 1

- numerous errors in all components of Mechanics
- erratic format (excessive spacing between words)
- spelling errors ("filling, useful, stilling, varity, invintion, tapping, mout, victoms, tare")
- capitalization limited to beginning of sentences
- lack of internal punctuation

About a year ago my grandma was diagnosed with cancer, and after a few months she died. That made me so mad to see someone so sweet and caring die that way. I think that someone should invent a machine that cures cancer. I know that they are trying to, but I think they should hurry. This invention can save millions of lives, and I think someone, like me, should invent it. But I wish it was that easy.

If I were ever to invent such a wonderful machine, do you know how many lives I could save? Probably over a million. So many people would live.

Almost everyone I know hates cancer, I know I do. My grandmother passed away from it. How could such a horrible disease come into our world.

I hope one day I could invent this machine and save millions of lives from fading away. That would probably take a miracle. But it's worth trying.

In conclusion, I would like to say, I hope some day, in my lifetime, that me or someone would invent this machine, it sure would make everybody

happy.

Lithocode: 51310 **Reality-based story**

C/O: 1

- ☐ controlling idea is not established (it is clear the writer hopes for a machine to cure cancer, but this idea is repeated rather than developed)
- ☐ limited or unclear supporting ideas (most of the paper consists of generalities about curing cancer)
- ☐ no organizational plan apparent

S: 2

- ☐ little engaging or varied language ("Almost everyone I know hates cancer, I know I do.")
- ☐ appropriate concerned tone
- ☐ simple transitions
- ☐ some awareness of audience (rhetorical question)
- ☐ some sense of the writer's voice (grief at the loss of grandmother)

SF: 2

- ☐ mixture of effective and ineffective sentences
- ☐ several fragments begin with "but" or "so"
- ☐ occasional use of run-ons (last paragraph)
- ☐ end punctuation generally correct

U: 3

- ☐ sufficient grasp of the components of Usage
- ☐ subjects and verbs agree
- ☐ correct noun and verb formation
- ☐ correct word forms
- ☐ clear pronoun reference
- ☐ some variety in all components

M: 3

- ☐ sufficient understanding of the components of Mechanics
- ☐ correct spelling
- ☐ generally correct internal punctuation
- ☐ capitalization correct but limited to beginning of sentences
- ☐ correct format
- ☐ some variety but not extensive

The reason I like clocks the most Because they tell you what time it is. If we didn't have clocks we couldn't tell what it is. We could go out and look towards the son that what some people say. Most people can't tell time like that. Anybody could tell it it's A.M. or P.M. If it's dark is A.M. If it is sunny it's P.M. Think about this you could be some-where and the sun could be going through something. But the son is not actually gone. Then the sun go dark, How are you going to tell what time it is. But it's still day. You could tell that by having a clock.

You could have somewhere to be important to go at a certain time. you might not make it because you didn't have a clock. Think about one if you didn't have a clock and you have Kids and their old enough to go to school. They have to be in school at a certain time. They could be late everyday and probly get afterschool detention

because you didn't have a clock to wake them up. So that the reason I love the invention of the clock.

Lithocode: 51315 **Opinion**

C/O: 1

- ☐ controlling idea not established
- ☐ little organization (some examples are listed but without a meaningful order of presentation)
- ☐ limited supporting ideas (telling time from the sun, being punctual)
- ☐ lack of focus

S: 1

- ☐ lack of engaging or varied language ("The reason I like clocks the most because they tell you what time it is.")
- ☐ flat tone
- ☐ lack of transitions
- ☐ little awareness of audience
- ☐ lack of individuality

SF: 1

- ☐ failure to demonstrate minimal competence in forming complete sentences
- ☐ frequent use of run-ons and run together ideas ("The the sun go dark, How are you going to tell what time it is.")
- ☐ several fragments begin with "but" or "so"
- ☐ numerous sentence formation errors overwhelm the few correct sentences

U: 1

- ☐ failure to demonstrate a sufficient grasp of components of Usage
- ☐ severe and repeated errors in subject-verb agreement ("the sun go dark," "that what some people say," "that the reason")
- ☐ incorrect word forms ("their" for "they're")
- ☐ awkward word combinations ("You could have somewhere to be important to, go at a certain time")

M: 2

- ☐ mixture of correct and incorrect instances of the components of Mechanics
- ☐ formatting limited to two paragraph indentations.
- ☐ spelling generally correct (except "probably") but simple
- ☐ capitalization correct (beginning of sentences, "A.M." and "P.M.")
- ☐ mixed competence in internal punctuation (unnecessary commas, correct apostrophe)

I would like for a pencil to have a brain of it's own so I could just type in what I want and it would write it. If I had a pencil that had a brain of it's own I would be the richest boy in the would.

I would buy a factory and get some men and get them & started to making the pencils and I would put up big poster to make more money and the money I make from that I would give ~~I~~ it ~~the~~ to the poor kids the run around on the streets every hour of the day.

I would love to have my name put on something that is going to be a big thing someday. I would keep on making them to somebody come up with something better. If they do I would not be mad because I have had my chance to be the richest boy in the world. Knoe it's somebody else turn.

52395

Lithocode: 52395 **Imaginative story**

C/O: 1

- ☐ lack of focus (the student's topic is a pencil with a brain, but a controlling idea is not established)
- ☐ little organization
- ☐ limited or unclear supporting ideas (buying a factory, giving money to poor)
- ☐ contains peripheral information (last paragraph)

S: 1

- ☐ lack of engaging or varied language ("I would love to have my name put on something that is going to be a big thing someday.")
- ☐ flat tone
- ☐ lack of transitions
- ☐ no awareness of audience (repetition of "I would")
- ☐ lack of a sense of the writer's voice

SF: 1

- ☐ failure to demonstrate minimal competence in forming complete sentences
- ☐ frequent use of run-together sentences (entire second paragraph is one long run-on sentence)
- ☐ too few correct sentences to determine competence

U: 1

- ☐ failure to demonstrate a sufficient grasp of Standard American English
- ☐ subject verb agreement is limited to "I would"
- ☐ incorrect forms of nouns and verbs ("started to making," "big poster" "making them to somebody come up with something better")
- ☐ errors in forming possessives ("somebody else turn")
- ☐ incorrect word forms ("it's" for "its")

M: 1

- ☐ failure to demonstrate minimal competence in the components of Mechanics
- ☐ lack of internal punctuation
- ☐ instances of each component too limited and too simple to grant even minimal competence
- ☐ some spelling errors ("knoe," "boy in the would")

I made a car out of wood It all started when I was about ten, I got mad at my mom because she made me go to the store Me and my friend was walking down the road we saw some wood and took it. Som time later I came back and took it home. I stared wacking on it and got some wheels off some old bike and then I went to a paint store and got some paint.

Lithocode: 52398 **Reality-based story**

C/O: 1

- ☐ lack of focus (controlling idea is not established)
- ☐ little organization (beginnings of a chronological plan)
- ☐ limited supporting ideas (getting mad at mom, going for a walk, finding some wood, starting work)
- ☐ lack of original student writing (brevity)

S: 1

- ☐ lack of engaging language ("I got mad at my mom because she made me go to the store")
- ☐ flat tone ("I made a car out of wood")
- ☐ no awareness of audience (no attempts to control language to engage audience)
- ☐ lack of voice (writer does not express attitudes or motivation)
- ☐ lack of original student writing

SF: 1

- ☐ lack of clear sentences with appropriate end punctuation
- ☐ frequent use of run-ons
- ☐ missing end punctuation
- ☐ lack of original student writing with too few sentences to determine competence

U: 1

- ☐ failure to demonstrate a minimal grasp of standard American English
- ☐ lack of original student writing (too few instances of each component to demonstrate minimal competence)

M: 1

- ☐ lack of original student writing (too few instances of each component to demonstrate minimal competence)
- ☐ lack of internal punctuation
- ☐ errors in spelling ("wase," "kute")
- ☐ limited demonstration in format and capitalization

Our Report

One day our teacher Miss. Pittman had by friend and I to write a report about a invention. My friend and I was going to writed a report about the first car was invented by Mr. Ford. ~~that would be put on the car~~ Mr. Ford first started off on the wheel that would be put on the car. Second, he made a motor that wimed up. final, he made a body of a car out of a old whaning. Mr. Ford put everthing to gather. When he was thair he wimed the car and It when off. Mr. Ford Cars was getting better and better.

THE
N
D

Lithocode: 51307 **Combination: Report/Reality-based story**

C/O: 1

- ☐ lack of focus (controlling idea is not established)
- ☐ limited supporting ideas (the report assignment, the wheel, the motor, the body of the car)
- ☐ lack of original student writing (brevity)
- ☐ beginning of a chronological organizational plan is evident

S: 1

- ☐ lack of engaging or varied language (second he made a motor than wimed up")
- ☐ flat tone
- ☐ simple transitions ("first," "second," "final")
- ☐ no awareness of audience (no evidence of any attempts to control language to engage the reader)
- ☐ lack of voice (writer's attitudes or reactions to the experience are not expressed)
- ☐ lack of original student writing

SF: 2

- ☐ minimal competence in forming complete sentences
- ☐ end punctuation correct
- ☐ too few sentences (eight) to demonstrate more than minimal competence
- ☐ no fragments or run-on sentences

U: 1

- ☐ severe errors in verb forms ("had by friend and I to write," "was going to writed," "It when off," "cars was," "My friend and I was going")
- ☐ errors create a barrier to understanding the writer's meaning
- ☐ lack of original student writing
- ☐ errors in forming possessives ("Mr. Ford cars")
- ☐ incorrect articles ("a invention")

M: 1

- ☐ lack of original student writing
- ☐ frequent spelling errors ("wimed," "whaning," "everthing," "to gather")
- ☐ limited instances in all components
- ☐ "final" not capitalized to begin the sentence
- ☐ only two attempts at internal punctuation (two commas after introductory word)

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